



**PROGRAM REVIEW
COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S
CABINET 2014-2015 PROGRAM REVIEWS
*Administration/Administrative Services/Instructional Programs/Student Services
Executive Summaries*
*Presented to President's Cabinet April 7, 2015***

Introduction

The following executive summaries were submitted by the Administration Offices, Administrative Services Areas, Instructional Programs, and Student Services Areas as part of their 2014-2015 program review comprehensive cycle. They provide a general overview of each area, including information specific to their strengths, challenges, external influences, SLO assessment and implications for practice, and their future plans/goals. The executive summaries are arranged in the following order:

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Administration Offices

President's Office

Program Overview and Description

President's Operational Structure: Executive Offices

Three Vice Presidents, Dean, Director, Information Officer, Site Compliance Officer, Supervisor.

The President maintains an Executive Staff: Tim McGrath, Vice President of Instruction; Julianna Barnes, Vice President Student Services; Rachelle Agatha, Vice President of Administrative Services; Madeleine Hinkes, Interim Dean of Institutional Effectiveness; Anne Zacovic, Director of Resource Development; Lina Heil, Information Officer, and Sara Beth Cain, Executive Assistant to the President. This group meets each Monday to discuss policy and procedures including designing agendas for shared governance and managers' meetings.

Strengths

The Office of the President provides a professional and positive climate for faculty, staff and students by focusing on the values of integrity, trust, transparency, sustainability, individuality, diversity, and creativity. The President's Office is committed to sustaining a community of educational excellence by providing a learning environment where freedom of thought and personal/intellectual growth is valued.

Challenges

The challenges facing the President's Office in achieving our college goals include keeping our technology updated and adequate staffing to serve our students.

External Influences

External influences include a growing staff work force and student enrollment and keeping these constituents informed by open and frequent communication.

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

Future goals include providing technological training for President's Office staff as well as other campus classified employees and workshops for faculty to continue to provide excellent service and support to our students.

Vice President of Administrative Services Office

Program Overview and Description

The Vice President of Administrative Services (VPA) Unit is the hub of all business transactions, reporting, and information. Over the next three years, the San Diego Community College District (SDCCD) will be implementing a new PeopleSoft Enterprise Resource Planning (ERP) system. This new system will vastly change the way we do business in finance, human resources, student accounting and student services. All aspects of Admin Services will be affected by this new system. This is an exciting time for the VPA office as we embark on process improvement, cultural shifts in how we do business and reporting, and improve our customer service. This next three-year program review is built around the changes the ERP will bring, the enhancements to services it will provide, and the improvement to process and efficiency we expect to embrace.

Strengths

No answer specified

Challenges

No answer specified

External Influences

No answer specified

SLO Assessment and Implications for Practice

No answer specified

Future Plans/Goals

No answer specified

Vice President of Instruction Office

Program Overview and Description

The office of instruction is a key part of the entire campus as we interact with every facet of the college community. The idea of a collegial environment that concentrates on what is best for students is a model that has allowed instruction to work well with business services and with student services. The bond projects have allowed the campus to increase the quality of our instructional programs and this has created an environment where the concepts of equity and student success can really be fostered by our campus. I can see the integration of our campus only increasing as we continue to empower our campus community to be involved in the integration of student success in everything that we do.

Strengths

The willingness of the staff of Office of Instruction to work along side the campus community in tearing down barriers for student success rather than accepting them as the status quo. The experience of the staff here at Mesa as well as in the Community College system is a strength that the campus views as an asset in doing our everyday jobs. I also think that an area of strength for our group is the fact that we work well together and care for each other as individuals besides fellow Mesa employees.

Challenges

The demands on the Office of Instruction only seem to increase with each passing year. More classes, more curriculum, more state wide requirements seem to be the norm rather than the exception and our challenge is and will be maintaining the quality that the campus requires our office to provide while taking on these additional tasks. I also think that a challenge for our office will be balancing the campus culture of how we do things with the ever-changing world of community colleges regarding new mandates. I feel that our office will be up to this challenge but that it will take understanding on every one's part as we go down these new roads.

External Influences

The external influences on our office come from the needs of the campus community and the different levels of understanding of existing and new laws and regulations, our accreditors, the district office, the expectations of the San Diego Community that we serve, the State Chancellor's office as well as the UC and CSU systems. Each of these influences demand concentrated time in understanding their unique needs and developing and maintaining levels of communication with them to ensure that the work of the college gets done in a way that helps students.

SLO Assessment and Implications for Practice

This is our first year of doing a program plan so we have not assessed our SLO's or AUO's.

Future Plans/Goals

The goal of this office is to maintain a leadership role on this campus in a way that creates an environment of collegiality and enjoyment as we continue to serve as a leader in our district and our state. To meet this goal we need to be current on legislative changes, current best practices within the system, the development of new concepts and a way to budget our resources in a way that serves our campus in the best way possible. I would also hope that our office institutes/proposes at least a couple of new ideas each year that impact the campus in ways that truly make a difference.

Vice President of Student Services Office

Program Overview and Description

The Office of the Vice President of Student Services provides vision and leadership for a student services team dedicated to excellence and fosters collaboration throughout the College to strengthen student access, success and equity. The Office is dedicated to a collaborative

approach to student support and decision-making, engaging in robust dialogue and information sharing with students, staff, and faculty. The Office assists students in navigating campus policies and procedures and is an advocate for services and programs that improve the quality of the student experience.

Strengths

Student Services strengths include the following: 1) Student Services is a team committed to student access, success and equity; 2) Targeted funding and legislative support for student services has grown (e.g. SSSP, Student Equity); 3) Student Services' one-stop facility is enjoyed and well used by students and personnel; 4) We have a solid and committed leadership team; 6) We have hired new staff and faculty which fill important gaps in Student Services; and 7) A new Research Associate will help fulfill our data needs and foster more data-informed decisions.

Challenges

Student services and its personnel face the following challenges: 1) Time spent in meetings; 2) Time spent on results vs. processes; 3) A lack of "symbolic" frame-type activities like recognition, celebratory activities, and face-to-face interaction outside of meetings; 4) A lack of time for proactively assessing student services operations; and 5) The ERP transition which requires that key personnel be absent from campus for extended periods.

External Influences

A number of external influences currently affect Student Services, including the following: 1) Many new legislative mandates; 2) A windfall of new monies, which provide opportunities for improving student outcomes but also challenges in assessing best uses and in spending funds in a timely way; and 3) ERP implementation.

SLO Assessment and Implications for Practice

The following AUOs will be assessed next year: AUO 1) Student Services Council members will express satisfaction with the vision and future direction of Student Services; AUO 2) Student Services departments will effectively participate in Institutional Effectiveness processes (i.e. program review, SLO assessment, and planning); AUO 3) Members of the institution will actively engage in accreditation and develop a meaningful Self-Evaluation (Self-Study); and AUO 4) Mesa College will advance its role as a leading college of equity and excellence via the establishment and activities of a new "school of" Student Success and Equity.

Future Plans/Goals

The goals of the Office are as follows: Goal 1: Provide administrative leadership for a comprehensive Student Services Division; Goal 2: Enhance meaningful Institutional Effectiveness processes in Student Services; Goal 3: Provide accreditation leadership; and Goal 4: Direct and support overall institutional student success and equity planning efforts.

Dean, Student Affairs Office

Program Overview and Description

The Division of Student Affairs serves as a support system, liaison and catalyst for student success and development at Mesa College. We do this through high-quality educational programs and services that provide meaningful opportunities for access, success, health and wellness, partnerships, leadership, engagement, development and accountability.

Strengths

The Division of Student Affairs strengths lie in our talented and dedicated staff and student leaders, as well as our ability to engage students and support student success. We do this through high-quality educational programs and services that provide meaningful opportunities for access, success, health and wellness, partnerships, leadership, engagement, development and accountability. These strengths are captured in the myriad of major events (e.g. Tents of Tolerance, Commencement, Financial Aid Student Services Fair, Parent Information Nights, Legislative Leadership Retreats) and targeted outreach (e.g. foster youth, veterans, student leaders, parents, civility, health and wellness, community) provided throughout the year.

Challenges

Our main challenges center on our impaired ability to:

- effectively and efficiently utilize technology to track programs and services
- communicate directly with students regarding our programs, services and opportunities to engage
- sufficient space to house large scale programs and activities
- appropriate levels of staffing to address student local, state and federal needs

External Influences

External influences include Federal and State policies, mandates, regulations and laws. Financial Aid is most frequently and heavily impacted by changing requirements/policies from one academic year to the next. Our areas have also been impacted by State mandates including Student Success and Support and Equity efforts along with accreditation requirements.

SLO Assessment and Implications for Practice

This is the first year that the Division of Student Affairs will be assessing administrative outcomes. Findings from annual surveys and evaluations will be used to inform current and future practice.

Future Plans/Goals

Our vision for the next five years includes assessment and improvement of programs and services that promote access and student success; this includes increased staffing to assist with growth and more acute student concerns, and the use of technology to expand access, effectiveness and efficiency of programs and services.

Dean, Student Development Office

Program Overview and Description

The School of Student Development provides programs and services for students to gain access to educational opportunities and to succeed in their intellectual, social, physical, moral and cultural development. Our programs deliver comprehensive services/opportunities that will ensure a smooth transition for students from work or secondary education to the community college. The programs within the School are designed to increase students' academic success and completion of their educational goal. We successfully conduct all the administrative support functions necessary to support needs of students, the college, the state, federal, and other external educational entities. Lastly, the School of Student Development offers a wide range of programs to enhance the transition of students from the institution to the world of work or to further education.

Strengths

The office of the School of Student Development works with students, faculty and staff. The strengths of the office include the following: Strong commitment to serving students, faculty and staff. Increased state funding to support student success programs. Commitment to faculty and staff professional development. Team is dedicated and committed to student access, success and equity

Challenges

Cumbersome institutional & district operational processes. Transitioning to ERP has removed key individuals from their areas and placing additional responsibilities on the office. Lack of proper training of staff of campus and district processes. Management of the Veterans Resource Center without staffing.

External Influences

The Student Success Act of 2012 has had significant impact on office of Student Development. The act has augmented our budgets allowing the School and the units within to increase access and services to our students. We have hired new faculty and staff and implemented new technologies to better assist our students reach their educational goals. On the downside, in order to run our programs and ensure that Mesa received state allocated funding, we have had to develop budgets under new guidelines, provide faculty and staff with professional development opportunities to learn the new mandates and operationalize all the new requirements in a relatively short amount of time.

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

Implement high impact practices for improving the operational effectiveness of the office. Analyze existing technological structures for their effectiveness

Pilot and assess innovative programs designed to increase student Veteran persistence.
Expand college coordination and collaboration in instruction and student development areas.

Dean, Arts and Languages Office

Program Overview and Description

The administrative office of the School of Arts and Languages is set up to support students and faculty in achieving academic and personal success throughout their learning experience at Mesa. The office staff consists of one dean, one senior secretary, and one part-time clerical assistant. The SAL faculty is made up of 100+ professors, 30 of whom are tenured or on the tenure-track. The School consists of 4 disciplines: Art, Drama, Music, and Languages.

Strengths

Among the strengths of the SAL are the dedicated faculty and staff who demonstrate commitment to student success. The SAL Dean is also committed to the school and its students, as well as providing the support necessary for faculty and staff to be successful in their jobs. The overall school is dedicated to the college mission and goals, and those working in the school demonstrate passion in the roles they play.

Challenges

In relation to challenges, the SAL faculty report that they don't always feel that the support they receive from the office is effective and/or efficient. Connected to this challenge is the fact that workloads are heavy and staff members don't have time to devote to professional development activities. In addition, many of the record keeping systems reflect antiquated practices (i.e. duplicate forms, hard copy requirements, etc.) Unequal representation from faculty in all schools at meetings, and the need for additional tenure-track faculty to help with the work of the department, have also been identified as challenges for our school.

External Influences

The primary external influence that affects the SAL is the narrowing of the state community college mission to focus more specifically on students with the goals of transferring or obtaining degrees. While important, this has resulted in the de-prioritization of the lifelong learner and those with goals other than the aforementioned. Legislation that limits the repeating of classes and the number of classes in certain families has significantly impacted enrollment in our school, most specifically in art and music. Other external influences that exist at the college or district but not specifically within our school include antiquated systems for record keeping, an insufficient amount of support from facilities on campus, and a need for updated technology.

SLO Assessment and Implications for Practice

Our program review has identified Administrative Unit Outcomes, which will influence the work of our office during the next year. The primary areas of focus will be on supporting student success through the development of a 2-year schedule and improving the support services provided by our offices. These areas will be assessed through surveys of students and faculty, and practices will be improved and/or institutionalized once proved effective.

Future Plans/Goals

The future plans and goals for our administrative unit are to encourage continued growth and development amongst our faculty and staff in order to provide the best possible support to students in the classroom and on campus. Continued assessment of our program, both formal and informal, will drive the direction that we take as a unit that's committed to student success.

Dean, Business and Technology Office

Program Overview and Description

The Office of the School of Business & Technology consists of one instructional dean and one senior secretary. We provide support for 19 full-time tenure/tenure-track faculty and approximately 100 adjuncts, depending on the term. The School is comprised of three departments: Business Administration, which also includes Fashion and Hospitality; Computer & Information Sciences; and Digital Technology, which includes Computer Business Technology, Geographical Information Systems; Multimedia; and Web Development. The programs offered in the School are both transfer and career technical, leading to certificates and Associate Degrees. Business Administration ranks as one of the top five majors offered at Mesa College.

Strengths

There are many strengths in the Office of the School of Business & Technology. The most important are the faculty. We have the privilege to serve supportive, collegial, and student-focused faculty. Our faculty are always looking for new and innovative ways in which to inform and prepare students, including new classroom technology, inviting industry guest speakers, taking relevant field trips, and sharing internship and employment opportunities. Two additional strengths include the development and planning of our new building and the creation of CTE advisory committees.

Challenges

The following are the three major challenges the Office for the School of Business & Technology face: the current office space is limited with regard to technology; limited areas in which adjunct faculty can hold their office hours; due to the retirements and resignations in the School, some of the disciplines are without full time faculty members.

External Influences

The external influences that impact the Office for the School of Business & Technology include: grants (both existing and new grants); industry partners; district policies and procedures; and our sister colleges with similar programs and courses.

SLO Assessment and Implications for Practice

This is the first year we will be assessing administrative outcomes. We administered a survey to adjunct faculty during the fall back-to-school night. The information from this survey helped us to create our goals and outcomes for this year.

Future Plans/Goals

Communication with Faculty -- Improve communication between School of Business & Technology and faculty, more specifically adjunct faculty. Communication with the Public -- Improve communication between School of Business & Technology and the general public.

Dean, Exercise Science, Health Education and Athletics Office

Program Overview and Description

The School of Exercise Science, Health Education, Dance and Athletics is comprised of five areas (Exercise Science, Health Education, Dance, Fitness Specialist Certificate Program and Athletics). All programs offer students the opportunity to receive education and training that prepares them for employment and careers in their field of interest.

Strengths

One of the major strengths is our contract faculty. These faculty/coaches are dedicated and committed to the success of our student athletes. The bond measure enabled our School to renovate our stadium. Construction of a new state of the art Exercise Science building is scheduled for completion Fall of 2015.

Challenges

Underfunded co-curricular budgets require that each sport fundraise throughout the year in order to have a competitive program. Our pool, gym, men's and women's locker rooms need renovated and team rooms and dressing rooms for officials are needed at the stadium. An equipment storage room is needed for the four sports that currently have classes at the stadium. Currently there is no secure storage for football, track and field and soccer equipment.

External Influences

The new degree requirements for transfer to UC and CSU's have had a negative impact on our Health Education enrollment. New CCCCO repeatability requirements have resulted in a negative impact on our Exercise Science Classes. Students are now limited in their ability to take exercise science class offerings within specific groups.

SLO Assessment and Implications for Practice

No answer specified

Future Plans/Goals

- Goal 1: Hire new faculty
- Goal 2: Hire new classified staff
- Goal 3: Obtain additional funding
- Goal 4: Priority Registration
- Goal 5: Construction of new school facilities

Dean, Health Sciences and Public Service Office

Program Overview and Description

The School of Health Sciences and Public Service is comprised of three departments comprising 10 programs of study. The programs offer Associate Degrees, Certificates of Achievement, and Certificates of Performance. All programs in the division are classified as Career Technical Education Programs and offer students the opportunity to receive education and training that prepares them for employment and careers in their field of interest.

Strengths

One of the strengths in the School is the CTE faculty. They are practitioners in their field so students receive instruction from industry professionals that is relevant to industry trends and practices. The bond measure allowed the School to acquire a new state of the art allied health education and training facility in 2009. In fall 2015 the School will have a new Culinary Arts facility that will enhance the instruction and student opportunities through relevant catering and lab experiences offered at the college in a real world atmosphere. Another important strength is the commitment of the industry partners to train our students in the field and hire them upon graduation. The program advisory boards are comprised of industry representatives that work with the faculty to advise on curriculum, job skills, and industry trends and practices.

Challenges

Sustained funding is a major challenge. CTE programs are expensive and the funding model does not differentiate for vocational programs. The cost of equipment and software to remain industry relevant is a challenge. For many CTE programs the recruitment of quality faculty from the industry is difficult. The majority must take a significant pay cut in order to enter into academia. In addition, the consumable supplies required for the programs continue to increase in cost. Programs are forced to either enroll fewer students or provide a substandard educational experience in the laboratory settings. Lastly, the workload for the faculty in the programs is challenging. Curriculum and the program must be reviewed every two years, Perkins funding must be secured, industry partnerships must be developed, and program reviews must be written.

External Influences

CTE programs are designed to address the current and future labor market needs in the region. The curriculum and programs in the allied health department are governed by external accrediting and regulatory agencies that require changes as the industry needs evolve. Technological advancements require retooling of labs and curriculum revisions on a regular basis. Federal, state, and local government mandates and legislation that affect the industry also affect CTE programs associated with that industry. The economy of the region can affect the strength of an industry and impact the need for a trained workforce, impacting the enrollment in the CTE program offered at the college. These fluctuations are difficult to predict so the labor market data for these programs must be constantly monitored so decisions can be made about program continuance or redesign.

SLO Assessment and Implications for Practice

CTE programs have been developing and assessing SLOs as a requirement since their

inception. All CTE programs are developed with the intent of addressing a workforce training need. Therefore, students completing a program need to be ready to secure employment in that industry in the occupation(s) they have been trained in. SLOs can change based on the industry trends and practices. SLOs in the CTE programs are competency or performance-based.

Future Plans/Goals

Goal 1: Reactivate the Phlebotomy Program. Will need additional FTEF and supplies.

Goal 2: Implement the HIM four-year degree program. Will need one full time faculty and supplies.

Goal 3: Hire new Dental Assisting faculty.

Goal 4: Hire new Child Development faculty for CDC.

Goal 5: Hire new Radiology Clinical Coordinator.

Dean, Humanities Office

Program Overview and Description

The office of the School of Humanities supports the instructional faculty and staff that serve students. The School of Humanities is made up of two departments, English and Communications Studies, which offer courses in English, Communication Studies, English to Speakers of Other Languages, Journalism, Teacher Education, and the Humanities. IT is home to the college's Honors program, the Humanities Institute, the Academic Skills Center, the Mesa Press, and the Internationally award-winning Speech and Debate team. All students seeking degrees, certificates, and/or transfer to 4-year institutions are served by the school through courses in basic skills, general education, and courses required by transfer institutions.

Strengths

Strengths identified by faculty and staff, include the following:

- Office is Welcoming
- Office Approachable to Adjunct
- Wonderful Wednesdays (food provided to visitors by deans)
- Same dean for a number of years
- Adjunct Offices
- Dean open and quick to communicate
- Dean is frank and honest with feedback
- Dean is a faculty advocate
- Organization, teamwork, proactive, accommodating admin staff
- Paperwork/forms readily available
- Expanded hours
- Staff personable
- Problem solving
- Open door policy
- Knowledgeable Secretaries
- Instructors supported/valued
- Staff
- School meetings/workshops
- Commitment to equity

Challenges

Challenges identified by faculty and staff include the following:

- Distance between Communication Studies offices and SO
- Staff needs to be more detail oriented to avoid mistakes
- Not known which staff member handles which tasks
- Forms need to be replenished more frequently
- More professionalism needed
- Communication regarding evaluation availability
- Difficulty in reaching staff in early morning
- Universal room key for break rooms in all buildings
- Equity/compliance
- Simple things made difficult by some staff
- Need English Building
- Curriculum balance

External Influences

External Influences identified by faculty and staff, include the following:

- Stressors from other Departments
- Lack of adequate number of classrooms
- Location of classrooms vis-à-vis office
- Pressure due to completion agenda
- Pressure (on chairs) to expand GE offerings
- Lack of office space
- Effect of changing policies on school
- Getting keys on time
- Classroom Situation
- Processes cumbersome
- Keep doing same thing
- Budget

SLO Assessment and Implications for Practice

The following AUOs will be assessed during the next year:

Students will complete classes required to enter transfer level courses, majors of study, and to attain degrees and certificates offered within the School of Humanities.

School of Humanities Faculty and Staff will express satisfaction with the leadership and support they experience as employees in the School of Humanities. Faculty, Staff, and Students will express satisfaction with the services experienced and received while interacting with staff and dean in the School of Humanities. School of Humanities faculty and staff will collaborate to ensure continuous improvement of support services and instruction. Office staff and school faculty will participate in institutional planning and assessment practices.

Future Plans/Goals

The goals of the School of Humanities are to provide leadership and direction in developing class schedules to meet student need and demand, provide administrative leadership to and clerical support of instructional faculty and students, develop processes to improve efficiency, and effectiveness of operations, schedule, plan, and implement an annual retreat for faculty

and staff, and provide leadership for meaningful planning processes.

Dean, Learning Resources and Technology Office

Program Overview and Description

Learning Resources and Technology Services is composed of four separate service areas: Instructional Computing, Center for Independent Learning (CIL), Technology Planning and College Technology. Each area is integral to the overall technology operation at Mesa College; the following synopsis provides the duties each service area:

1. Learning Resources – Tasked with the oversight of all Library operational items: budget, staffing, faculty, process related to library services and instructional support.
2. Technology Services - oversight for all computing and audiovisual support activities for the library and the college.

Strengths

The College Technology Services Division is well known for its core competency in the areas of computer and audio-visual systems. This Division works to resolve computer/AV problems associated with classrooms, offices, temporary setups, etc. In addition, this team works during intersessions to modify computer systems in approximately 30 laboratories. The total number of computers that Technology Services oversees is over 2000. This number, along with hundreds of other audiovisual equipment (projectors, document cameras, etc.) keeps the team busy with requests for repair during the semester. Although the type of equipment calls for multifaceted technical skills, the team aggressively works to return equipment to service in an expeditious manner.

The Learning Resources Division strengths include access and library services support for faculty and students.

Challenges

The challenges faced by the Technology Services team seem to be related to two areas: training of personnel and level loading of work volume throughout the year. With respect to training, many opportunities to conduct repair or deliver services for equipment types are delayed as personnel are not adequately versed in those skills required to carry out these functions. This challenge then leads to an imbalance of the workload for personnel where too much work is placed on a few members of the team; this leads to non-level loading of work on the team.

The Library cannot meet all the needs for students in the areas of instruction, periodical reviews, acquisitions and required materials management.

External Influences

Outside influences on the Technology Services team are of two sources: planned and unplanned work. The sources of these two areas of work are generated from administration, faculty and staff workgroups– the major components of the college. It should be noted that the

purpose of the Technical Services team is to support these three groups in technical areas, which means that this type of work is not a diversion to the team's main area of operation.

Library external influences include college faculty, administration requirements, District Technology Services, budgetary limitations.

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

1. Establish 'on site' technical assistance for the Instruction Division. We currently do not respond to faculty IT trouble calls during high-demand periods.
2. Provide Training for IT personnel in areas that allow for an efficient use of the College's Technical services organization.
3. Hire faculty members in Library services and Instructional Technologies

Dean, Math and Sciences Office

No Executive Summary submitted.

Dean, Social and Behavioral Science and Multicultural Studies Office

Program Overview and Description

The School of Behavioral/Social Sciences and Multicultural Studies is the second largest School at Mesa College and provides instruction in a diverse array of disciplines. We offer courses, majors, and programs in Anthropology, Architecture, Black Studies, Building Construction Technology, Chicano/a Studies, Geography, History, Interior Design, Philosophy, Political Science, Psychology, Sociology, and Women's Studies.

Strengths

We aspire always to excellence in teaching. The delivery of quality instruction involves honest self-reflection, and maintaining and improving upon scholarly competence. To these ends we regularly evaluate the teaching performance of tenured/tenure-track and adjunct faculty, encourage scholarship, and participate in available opportunities for professional growth and development. We consistently review the design and integrity of the programs and courses offered in our School, seeking always to improve and refine our efforts. Our School has developed, implemented, and periodically reviews a set of goals and objectives in every discipline and program. We will continue to integrate recommendations from program reviews into action plans to improve instruction.

Challenges

Our current ratio of tenured/tenure track to adjunct faculty is unfavorable: we are doing all that we can to improve it through hiring tenure-track faculty. We have appointed seven such faculty, and we are in process of searching for four more.

External Influences

The most important external influence is the current focus on *internal* educational reform. One of the provisions of SB 1456 is a reaffirmation of the principle that community colleges must offer equal educational opportunity to all. In compliance with this law, we are now gathering data and formulating plans to address inequity. Those data are certain to reveal what we already know - that persistence and success are low among students from particular ethnic or racial groups. Of course we should attempt to find strategies to improve persistence and success for all. But most of the success-inhibiting factors, including those with racial and ethnic correlations, are broadly social and economic, and cannot be erased by program changes within an educational institution, at least not if academic quality is to be maintained.

SLO Assessment and Implications for Practice

All courses taught in the School have SLO's that map to the College's ILO's. The vast majority of courses in our School have been assessed, and those measures confirm that the courses are strong in curricular aspects, conform to the selected SLO's, and meet or exceed the SLO targeted levels.

Future Plans/Goals

Our major goals are to continue to develop the new resources we have gained with the opening of the Social and Behavioral Sciences Building, recruit and hire additional tenure-track faculty of the highest quality, support our faculty's efforts at professional development, encourage more interdepartmental projects, and build a stronger community among our faculty, staff, and students.

Office of Communications

Program Overview and Description

The mission Office of Communication of San Diego Mesa College is to support Mesa's vision of being a key force in our community to educate our students to shape the future. Our mission is to collaborate with Mesa College departments to protect, manage and enhance the College's reputation, and distinguish Mesa from other institutions of higher education by strengthening the brand image of the college and increasing awareness through various media and communication platforms. The Office of Communication strives to maintain a friendly, approachable and positive environment with open and responsive lines of communication by responding promptly to internal campus clients, the media, and the inquiries and concerns of students, staff, faculty and the surrounding community.

Strengths

- Reporting directly to the President, and being a part of Exec staff enables the department to make decisions based on a high level or “helicopter” view of college priorities.
- The team works well together and has been instrumental in taking on new tasks, learning new skills, and embracing new tools and platforms.
- The unit’s staff are highly skilled, and have won industry awards, embrace new challenges with positive spirit. They improve their skills through training, webinars and independent research.
- This service department is customer oriented, well-liked by their peers and campus clients, and in addition to meeting deadlines and offering creative solutions, proactively protects the brand of college materials and graphic guidelines.

Challenges

The office is an evolving department due to the constant change in communication technology, student expectations, new responsibilities and changes in the way people communicate. One of the focuses in the New Year will be to evaluate current staffing and skills needed in this age of new media, and to evaluate ways we can better serve the campus.

- New technologies and a new generation of digital natives have challenged us to improve communication methodologies.
- The current college website is in need of updating, redesign and training of content managers.
- The office is in need of clerical support and reorganization.

External Influences

- Positive: Being a part of Executive Staff enables, the Office of Communication is able to see the big picture of the college and where to focus our efforts.
- Support and direction from management has been clear and appreciated.
- New and continually changing communication technologies (web, social media, iPhones, etc.) and a new generation of digital natives have challenged us to look at and improve communication methodologies.
- The amount of projects and requests from campus clients has grown over the last year, and we have been tasked to find ways to streamline processes and improve what and how we do things. Also an increase in projects and support, and for media placements by the District Office of Information and Public Relations.

SLO Assessment and Implications for Practice

Through program and event support, the department impacts and enhances programs, faculty and service departments' abilities to attain their SLO goals. Through promotion and communication directly to students via the web and social media, we directly and indirectly help students to individually be aware and complete their student learning outcomes.

Future Plans/Goals

The near term goals of this department is clearly outlined in this program review -- for the department to adapt and embrace new responsibilities, research and apply new technologies for program and event promotion, and to better serve our campus clients to help them achieve their

goals. The primary future plan is to roll out an excellent website, provide necessary training, and expand our digital media effort, all while supporting the goals of the college, the president and the campus community.

Office of Institutional Effectiveness

Program Overview and Description

The Center for Institutional Effectiveness supports College program review, learning and service area outcomes assessment, strategic and long-range planning, institutional and practitioner-driven research, resource allocation, and accreditation. We provide leadership and support for the infrastructure and integration of the College's institutional effectiveness efforts. We provide group and individual training for program review and outcomes assessment. We provide research expertise and coaching to support data-informed decision-making cross the college, and we foster a culture of inquiry across the college, effectively training practitioners to engage in action research.

Strengths

Each team member is highly skilled in her area of expertise. We share and support common values and understand how we add to the organization's future. Within our department, we recognize each other's roles and how our jobs fit together allowing us to successfully manage and complete assignments efficiently. Members of this team feel respected and appreciated for their contributions, which makes for a fun and productive team environment.

Other strengths include: Small, dedicated staff ready to assist with program review and outcomes assessment; Campus-based researcher with phenomenal research and communication skills; Skill in Taskstream data entry, database usage and analytics; Responsive to inquiries from campus, district, and state; Institutional memory, understanding of Mesa and our students and what we stand for; Group and individual training for program review/outcomes assessment; Experience in integrated planning at campus and district levels.

Challenges

Given our small staff, it can be challenging to keep up with research requests from individuals, the College, District, and State; this will be helped somewhat by the hiring of a research associate. We administer to needs of lead writers and liaisons for 95 program reviews in instruction, student services, and admin services. We coordinate institutional planning, program review, learning assessment, and all the research for SSSP, Student Equity, and Title V, among others. We need to upgrade the senior secretary position to the admin tech level to more accurately reflect the scope of work that this position covers. We need to manage outcomes assessment data so SLO coordinators can spend more time deriving meaning from the data. This will require a part-time clerical person in the IE Office to ensure that assessments are entered into Taskstream in a consistent manner in order that meaningful reports can more easily be developed.

External Influences

With the initiation of the 2014 standards by the Accrediting Commission for Community and Junior Colleges (ACCJC), the Center will play an increasingly important role in supporting the

work of the College as it relates to accountability and institutional effectiveness. Statewide initiatives, such as the Student Success and Support Program (SSSP), Student Equity Plan, AB 86, and Doing What Matters accountability framework promise to bring additional research needs related to project planning and evaluation. With the start up of the College's Title V grant, process and outcome evaluation will play an even more central role in research office activities. In addition to all of this, the District will soon be undergoing a system migration, which means the research office staff will need to engage with the new database and system and develop more efficient processes for querying and analyzing data.

SLO Assessment and Implications for Practice

Institutional Effectiveness engages in an ongoing process of assessment to improve services to the campus using qualitative/quantitative data (key indicators of # trainings/workshops/participants, # research projects initiated/completed, user satisfaction/perception surveys, holistic assessment of institutional effectiveness-related processes).

Campus stakeholders receive high-quality support for the college's institutional effectiveness processes; Diverse groups of practitioners feel more empowered to engage in assessment, reflection, and continuous quality improvement; Practitioners experience an increase in awareness/utilization of data resources, best practices in survey design, and other methods of inquiry; Constituents feel more prepared to develop research questions and interpret research results within planning and decision-making.

Future Plans/Goals

The Center's vision is: to seamlessly integrate and advance institutional effectiveness practices in a holistic manner that supports the overall mission, vision, and goals of the College and contributes to student success, and to cultivate a strong culture of inquiry that extends across campus constituencies.

To achieve this, we will maintain a leadership role in the Planning and Institutional Effectiveness, Program Review, and Outcomes Assessment Committees. We will work with software vendors to find programs that best fit our needs. We will develop a meaningful outcomes assessment process and hire clerical staff to assist with data entry. We will petition to reclassify our senior secretary position as an administrative technician. We will hire and train a new research associate. We will develop a college-wide research agenda. We will develop an MIS data warehouse.

Office of Resource Development

Program Overview and Description

The Resource Development Office was created in 2013. Its charge is to oversee grants and the Mesa foundation. There is one FTE in the office. The office works cooperatively with individuals and groups on campus and in the community -building relationships and partnerships in the identification and cultivation of resources. It is intended that all fund development activities be coordinated with the office in order to minimize duplications and to conduct appropriate activities.

Strengths

The strengths of the Resource Development Office are:

- Those that know about it have a high-regard for it
- It is beginning to be seen as a resource on campus
- Owning an exquisite African art collection
- Donors can rely on its integrity and accuracy
- It is responsive to donors
- It is dedicated to building relationships

Challenges

- Lack of support staff. Director's time not spent fundraising - but on clerical items.
- Lack of non-Mesa donors. It is challenging to hold fundraising events, or send annual appeals when there are very few non-college people to contact.
- The board of directors is not a fundraising board.
- No access to private grant-researching software.
- The Office is gaining a place on the Mesa campus, but is not yet considered a resource to the campus.

External Influences

The Office of Resource Development is affected by the economic climate of the area, and the competition of other non-profits searching for the same dollar.

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

- Create a signature scholarship program for the college – to meet the strategic directions of the college.
- To increase external funding.

Administrative Service Areas

Academic Skills Center (formerly Tutoring Center)

Program Overview and Description

Mesa College provides comprehensive tutoring services to students. Various tutoring programs work together to help meet the wide array of student learning needs. Each tutoring center has its own specialization and brings resources that help students achieve their educational objectives.

The Center provides free tutoring in Math, Science, Writing and a variety of other subjects for all

Mesa College students. Tutoring is mostly available on a walk in basis. Tutoring is provided by trained peer tutors, faculty, and volunteers. A schedule of subjects tutored is available in the Center and on our web page. The service is available on a first-come, first-served basis. For additional information please call the Tutoring Center or visit our web page at: www.sdmesa.edu/tutoringcenter.

Strengths

The following list of strengths was created from input from faculty, staff and administrators in the Academic Skills Center:

- Variety/Diversity of staff/tutors
- Unity/Solidarity/community
- Good communication
- Dedicated/Passionate staff
- Confidence
- Great training program/highly qualified
- Open and inviting environment
- Flexibility with techniques for addressing low/vs. high math skills
- Enthusiasm
- Good resources
- Peer support
- Professional
- Patient
- Rapid Growth
- Reach large population of students
- Free service
- Location
- Easy access
- Workshops
- Promotes academic success
- Casual and comfortable/lots of space
- Online appointment system
- Great/talented tutors
- Students encouraged
- Clean
- Humor

Challenges

The following list of challenges was created from input from faculty, staff and administrators in the Academic Skills Center:

- Serving everybody in a timely manner
- Scheduling conflicts tutor availability/class times
- Tutors level of expertise vs. needs of students
- Table numbers
- Privacy
- Noise level
- Identifying who tutors are

Wait-times
Peak hours difficulty to give adequate service
Sufficient space during peak hours
Limited walk-in space during peak hours
Recruiting new tutors
No tutors for some subjects
Awareness of staff regarding people needing help
More supplies (scratch paper/pens, etc.)
Inconsistent
Lack of promotion
Need more writing tutors
Employment process is cumbersome
Short staffed

External Influences

The following list of external influences was created from input from faculty, staff and administrators in the Academic Skills Center:

Budget
Credibility
Student fear/ignorance
Hours of operation
Internal administrative politics

SLO Assessment and Implications for Practice

SLOs are assessed on a twice-annual basis through student satisfaction surveys implemented at the end of each semester. The next program review cycle will see the establishment of AUOs and assessment practices to ensure continuing development and improvement of the tutoring services provided at Mesa College.

Future Plans/Goals

Demand for tutoring continues to expand, especially with student equity and success initiatives that are prevalent in our system today. There are many opportunities to enhance, improve, and build on what has been done in tutoring at Mesa with support from Basic Skills, Title V, Student Equity, and other funding sources now available. Future plans and goals of the Academic Skills Center include the continued refinement of efficiency and service to students in the present space and the expansion of services to other buildings at Mesa, including the establishment of a Writing Center.

Business Services

Program Overview and Description

Business Services manages and monitors all financial transactions and reporting, budget development, grants and contracts, and other various business operations for the

College. Over the next three years, the SDCCD will be implementing a new PeopleSoft Enterprise Resource Planning (ERP) system. This new system will vastly change the way we do business in finance, human resources, student accounting and student services. All aspects of Business Services will be affected by this new system. This is an exciting time for the Business office as we embark on process improvement, cultural shifts in how we do business and reporting, and improve our customer service. This program review is built around the changes the ERP will bring, the enhancements to services it will provide, and the improvement to process and efficiency we expect to embrace.

Strengths

See that section

Challenges

See that section

External Influences

See that section

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

See that section

Center for Independent Learning

Program Overview and Description

The purpose and function of the CIL is twofold – to provide student support in a mediated learning environment and to provide faculty support in a professional development environment. Over the years the CIL has also adopted additional resources to support the 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 computing technology, the future direction of the CIL is in faculty support in terms of professional development and teaching and learning techniques.

Strengths

No answer specified

Challenges

No answer specified

External Influences

No answer specified

SLO Assessment and Implications for Practice

No answer specified

Future Plans/Goals

No answer specified

College Technology Services

Program Overview and Description

Overview: The College Technology Services Division oversees and manages Mesa College's technology infrastructure. This infrastructure includes, but is not limited to Computers, peripherals, audiovisual equipment, computer servers and networks and wireless internet access systems. This division supports all college units: Academic, Student Services, Administrative, faculty and staff.

Strengths

1. Personnel core competencies are adequate for the task
2. Personnel are dedicated to meeting deadlines
3. The Division has a comprehensive spare parts inventory
4. Planning tools are in place to establish technology modification efforts

Challenges

1. Not all personnel versed in specialized systems
2. Training is often deferred
3. Backfill funding for parts of the aging infrastructure not consistently realized
4. Scheduling repairs for equipment is difficult with continuous classroom use

External Influences

1. Faculty requests for services and materials
2. Student requirements for computing equipment
3. General college schedules with respect to modification projects
4. Access and Availability to third part vendors

SLO Assessment and Implications for Practice

N/A

Future Plans/Goals

1. Establish IT planning cycle so as to avoid high volume modification projects during college inter sessions
2. Equip technicians with communication equipment such as cell phones, walkie-talkies, etc.
3. Provide training for IT personnel
4. Develop equipment obsolescence schedule

Employment/Payroll and Administrative/Technical Support and Information Services

Program Overview and Description

The Employment/Payroll division is the hub of all employment, payroll services and timekeeping reporting and information. Over the next three years, the San Diego Community College District (SDCCD) will be implementing a new PeopleSoft Enterprise Resource Planning (ERP) system. This new system will vastly change the way we do business. All aspects of Employment/Payroll will be affected by this new system. This is an exciting time for this office as we embark on process improvement, cultural shifts in how we do business and reporting, and improve our customer service. This next three-year program review is built around the changes the ERP will bring, the enhancements to services it will provide, and the improvement to process and efficiency we expect to embrace.

Strengths

Please see corresponding section.

Challenges

Please see corresponding section.

External Influences

Please see corresponding section.

SLO Assessment and Implications for Practice

Please see corresponding section.

Future Plans/Goals

Please see corresponding section.

Learning Resources

Program Overview and Description

The Library strives to provide an environment and the material and professional resources to meet the curricular and workforce needs of the campus. The materials provided include: 115,000 paper books, 35,000 electronic books, 500 DVDs, 2,000 VHS, 18,000 streaming videos, online access through 50 electronic databases to articles and reference information from over 30,000 periodicals, and Internet access on all public computers. Access to reserve books is provided. During fall and spring semesters over 1,000 items are on Reserve. The provision of professional library faculty ensures that these materials are easily located. The library attempts to provide open and group study areas, which are conducive to student success. And, the library faculty promote, through group and one-on-one instruction, the acquisition by students of information competency as a basic skill necessary for academic and career success and lifelong learning.

Strengths

The strengths of the library program include:

1. contract faculty who are service oriented and exhibit high levels of expertise in their respective areas (for example, the Technical Services Librarian is the defacto Systems Librarian for all three campus libraries),
2. materials which are utilized at high levels (usage of electronic resources is increasing rapidly),
3. services which are in demand (information competency instruction, reference, video production)
4. high levels of user satisfaction (in most recent survey 93% of respondents were positive)

Challenges

The challenges to the library are:

1. programmatic instability due to:
 - a. a reduction from seven to three contract faculty making the attainment of department goals increasingly difficult,
 - b. static information resource budgets (books, periodicals, databases)
 - c. a recent reorganization of the school,
 - d. a loss of classified staff,
 - e. a loss of space
2. increased noise levels due to architectural issues and a popular cafe,
3. deterioration of physical plant and lack of cleanliness in the public areas.

External Influences

External influences are of two types:

1. local (campus and district) - The two most visible outcomes of this influence are the apparently arbitrary application of the state 50% rule which has recently made it impossible to hire contract library faculty, and the loss of library space to other campus

programs. On the positive side, the campus administration did support an effort to provide the defacto district Systems Librarian with some additional assistance. And, the campus did support the allocation of BARC funds to the library last year.

2. advances in information resources and technology - The positive of this fact is the availability of new information resources in various formats. The negatives are: that to make wise use of these new advances/options takes much time to investigate and to implement, and that students need *more instruction* in how to both access and evaluate these information resources (a basic skill).

SLO Assessment and Implications for Practice

The library's current SLOs or AUOs have historically hovered between 88% to, most recently, 93%. This indicates that the library is meeting the expectations of its users. That said, with the recent reorganization and other factors, the need for additional AUOs should, as time and personnel allow, be investigated. Additional quantitative data provide some guidance as to how to best meet our students' needs. For example, the usage of the electronic databases continues to rise while paper resources are flat at best. Classroom faculty are asked to evaluate each presentation made by library faculty to the students of their courses. And, comments made during the fall and spring surveys or through the library's "suggestion" cards are used to identify areas for improvement.

Future Plans/Goals

In the near term the primary goals of the library faculty include:

1. the more efficient management of, and an increase in the number of, online resources (this would require a full-time Electronic Resources/Periodicals Librarian),
2. the reinvigoration and update of the information competency program (again, this requires a full-time Instructional Services Librarian),
3. the addition of more books to the collection,
4. the provision of the resources required to meet the needs of the new HIM baccalaureate,
5. the provision of a quieter and more comfortable environment which is more conducive to study,
6. the combining of AV and Circulation counters to save space and better utilize staff,
7. the addition of more apps to access library databases,
8. an increase the hours of library operation to Saturdays.

Reprographic Center/Mailroom

Program Overview and Description

Printing and Mail Services is a division of Administrative Services

Printing and Mail Services provides printing services to Faculty, Staff, Administrators and Students, and mail services to Faculty, Staff and Administrators

Strengths

No answer specified

Challenges

No answer specified

External Influences

No answer specified

SLO Assessment and Implications for Practice

No answer specified

Future Plans/Goals

No answer specified

Stockroom

Program Overview and Description

The San Diego Mesa College Stockroom strives to provide the highest quality customer service and support to the faculty by supplying materials necessary for instruction in order to support student success. In addition, the Stockroom provides critical support to Facilities to ensure the successful operation of Mesa College. This program has objectives to support college strategic directions 1.6, 4.2, 4.4, 6.1, and 6.2, as well as streamline procedures by utilizing technology in order to provide more efficient and accurate service.

Strengths

The Stockroom quickly and accurately responds to material and supply requests, as well as provides additional support for facilities. This department also provides reliable assistance for office and building moves. The Stockroom offers a wide range of classroom and instructional support materials through special orders and through stock on hand.

Challenges

The Stockroom is still working with outdated systems as it relates to records and inventory control which causes backlog in reporting, records retrieval, and other administrative procedures. In addition, the Stockroom must account for a growing physical campus and campus population in terms of the quantity of requests and the manpower needed to meet deliveries, moves, and backup for facilities.

External Influences

The Stockroom is affected by the implementation of the PeopleSoft ERP because an inventory system will be included in the software. Until the ERP is implemented, the Stockroom must continue to use the old systems. The growing number of requests, especially with the opening of the new buildings, has meant the Stockroom hours are being diverted from completing paperwork in the old system.

SLO Assessment and Implications for Practice

Please see Administrative Unit Goals and Objectives, Plans, and Resources.

Future Plans/Goals

Administrative Unit Goals and Objectives, Plans, and Resources.

Student Accounting

Program Overview and Description

The Student Accounting Office will provide education and training to internal and external stakeholders to ensure accuracy of processing. The Student Accounting Office will improve website presence of important information. The Student Accounting Office will increase communication to assist students with understanding of the registration payment process. The Student Accounting Office will collaborate with District Student Services to improve the student registration process through the implementation of the Enterprise Resource Planning System in support of the college-wide mission.

Strengths

The Student Accounting Office staff pursue beyond the scope of their job to provide great customer service to our students. They are very well trained to interpret the District as well as the College's policies and procedures with accuracy. They assist faculty, staff, and administrators in a professional and efficient manner.

Challenges

A challenge the department faces is working with an antiquated student system. By having this antiquated system, it is hard to streamline the application of fees. Students are unable to make installment payments. Students are not able to pay for their classes at the same time. Another challenge is not having an integrated system. There are two separate systems: one for student accounts and the other one is for finances/human resources. By not having an integrated system, there is a delay in the dates business transactions are posted between systems. In Accounting practices, the business dates are very crucial and it conflicts with our audit trails. Another challenge is better definition of cancellation/drop deadline dates. Currently, student are given various deadline dates to make payments. Students as well as staff and faculty are confused when solid dates are not given. But this challenge cannot be resolved at the department level.

External Influences

Not Applicable

SLO Assessment and Implications for Practice

The Student Accounting Office's Administrative Unit-Level AUO will be assessed during the Spring and Fall semester. During the Spring semester, a survey questionnaire, measured on a five-point Likert scale, will be conducted to gather feedback from the Mesa College faculty, staff, and administrators. During the Fall and Spring semester, a survey questionnaire, based on True/False questions, are given to students who attends the Financial Aid (Student Services) Fair. Based on the survey results, the Student Accounting Office will be working on a department website and additional outreach of our department's functions to increase student awareness.

Future Plans/Goals

Manage and support the College's financial resources by implementing and utilizing efficient policies and procedures in a timely manner. To cultivate an environment that attracts, develops, and retains knowledgeable and skilled professionals that embrace diversity to deliver the highest quality support services to our community. Provide campus community with improved online departmental resources through the implementation of a webpage. Partner with District Office in the ERP implementation to ensure process improvement and efficiency maximization in applicable areas.

Instructional Programs

School of Arts and Languages

Art-Fine Art (all)

Program Overview and Description

The Department of Fine-Art is committed to providing students with a comprehensive and rigorous Visual Arts education. We offer a diverse curriculum that stresses inter-disciplinary knowledge, critical thinking, communication skills and information literacy. We provide a variety of courses in 2D and 3D disciplines, together with Art History and Museum Studies. The Program encompasses instructor led classes, computer based resource study, self-directed and independent learning. Our teaching methodology emphasizes student engagement in the process of discovery and creation and a learned ability to work productively in a classroom setting, studio, or field environment. We continue to seek and foster interdisciplinary collaborations. Our students are successfully transferring to 4-year institutions and art schools. The Fine Art faculty (contract and adjunct) and staff are dedicated professionals taking part in a wide range of local, national and international professional opportunities.

Strengths

The Art Department is composed of highly educated faculty and trained staff who are deeply committed to student success and making a positive contribution to their education and personal growth. We foster an environment that reflects the diversity of our local, national, and global communities. It is a place where students learn to think and write critically and improve their imaginative approaches to problem solving. Our curriculum is developed and taught by faculty devoted to creating an environment centered on personal discovery.

We are dedicated to the use of contemporary technology in our professional work, course content and classroom presentation. Our students are active in the local arts scene and continue their art education and pursue professional success in art related fields. We strive to provide a stimulating and supportive learning environment for students, within and outside of the classroom, and they respond to the strength of our commitment with genuine enthusiasm.

Challenges

DEPARTMENT RELOCATION- The foremost challenge is to successfully re-locate the Department into new spaces in I300 building beginning 2016. All six disciplines (photography and printmaking excepted) and the San Diego Mesa Art Gallery need to transfer, with appropriate FF&E to support new equipment and technologies.

FACILITIES and EQUIPMENT-The Art Department is struggling with outdated and, in some instances, insufficient instructional facilities and equipment, which hinders faculty performance and student success. Some equipment is rendered useless due to lack of physical space in which to operate it.

FACULTY SUPPORT - There is an urgent need to hire full time Photography/New Genres and Art History Faculty.

CLASSIFIED POSITIONS- There is urgent need for a Ceramics/Sculpture Technician and an Art Gallery Technician and increased ESUs for Gallery Director position.

Dialogue is needed on managing maximum student enrollment levels (caps). See Program Challenges Section for discussion.

External Influences

Proposition S/N provided funding for, among other program physical improvements, construction of new Art Department facilities and since 2012, the Department has participated in numerous programming and design planning sessions. To date, none have been realized due to shifting campus priorities and program re-considerations. Lacking a firm commitment to relocate class spaces and equip the Department with updated furnishings, equipment and technology requires faculty to continue coping with equipment "as is" while attempting to procure much needed replacement parts and materials.

SLO Assessment and Implications for Practice

All Course and Program SLOs have been entered into Taskstream. For each course at least three SLOs have been identified and assessed. All course SLOs have been mapped to Art-Fine Art Program SLOs and the Program SLOs to the appropriate College ILOs. All Fine Arts Department faculty (contract and adjunct) participated in our carefully developed and implemented assessment mechanism (See Assessment Paradigm in Program Level Assessment Section). The Paradigm measures specific student achievement within the context of external and internal influences. Assessment Findings and Departmental SLOs are reviewed by contract faculty working collaboratively. Assessment of additional Course SLOs is scheduled during the 2015-2017 academic years. Action Plans have been developed to address facility and equipment shortfalls, as well as, student performance gaps. Course level SLOs are periodically reviewed by discipline leads and faculty members for incorporation into Course Outlines and Syllabi.

Future Plans/Goals

Major Plans and Goals to meet Challenges and Opportunities 2014-2015

DEPARTMENT RELOCATION- As stated, the foremost goal is to successfully re-locate the Department into new spaces in I300 building beginning 2016. All six disciplines (photography and printmaking excepted) and the Mesa Art Gallery need to transfer with new space dimensions and arrangements with appropriate FF&E to support new technologies. The Department will participate in programming and project design sessions throughout 2014-2015.

FACILITIES and EQUIPMENT-The Art Department urgently needs improved facilities and equipment. Beginning Spring 2015, new equipment and technologically current software will be obtained and put in service.

FACULTY SUPPORT-Hiring of Full time Photography/New Genres Faculty and Hiring of Full time Art History Faculty.

CLASSIFIED POSITIONS- Full time Ceramics/Sculpture Technician. Additional Need for Art Gallery technician and increased ESUs for Gallery Director position.

Dramatic Arts

Program Overview and Description

The Dramatic Arts Program moved away from the standard for theatre programs at community colleges (community based programs that focus more on repeatability than transfer) two decades ago. We have established a strong open-access, transfer-focused program that celebrates diversity, rewards excellence, encourages freedom of expression, and demands integrity. Students learn to be accountable, respectful of their peers, and take pride in their work. We, as faculty, mentor, advise, encourage, and trust in their abilities, as they prepare for success. They learn to work together in a collaborative learning environment. learning as much about themselves as they do about the business of theatre.

Strengths

Fall 2014 marks the first semester since fall 2009 that the department has had two full-time faculty. George Ye, hired in spring 2014, brings extensive teaching experience, excellent community resources, and an enormous professional resume. Our adjunct faculty remains stellar, providing first-rate support for the department while carrying the responsibilities of the classroom. Our classified employees are an integral part of our ability to function as a effective, efficient program. In the last two years, we have made great strides with equipment updates significantly impacting the program. Our unique curriculum, while a significant challenge to the new legislative doctrine, continues to meet student needs and promote student success. Our greatest success is our students who continue successful transfer/employment patterns.

Challenges

Our largest challenge for the last decade is our loss of autonomy; we are seeking department status, and this seems to be a huge hurdle in the District. Another significant challenge for us is

the lack of ongoing classified support--one 50% employee and NANCE employees is not sufficient to provide adequate support and continuity for students and faculty. The SDSU AA-T agreement in Youth Theatre has created curriculum and program challenges. We are working in a decrepit building space that was poorly designed and does not have many of the necessary components to support a technical theatre program. Another enormous challenge is budgetary--we need more funds to do what we do allowing us to maintain student centered programming. Biggest challenges--loss of autonomy and budgetary issues.

External Influences

Negative influences include the standard budgetary issues that seem to be beyond our control. We are at the whim of the State's economy, and State Legislature who seem to be attempting to redefine the mission of the California Community College system. Likewise, the State's move away from Arts in the classroom continues to impact our program, although I just read an article in the UT stating that San Diego High School students are going to be required to take 1 year of fine or performing arts--good news for both the department, and society!

Positive influences can be found in our location which places us only 100 miles away from the film making capital of the world. San Diego itself has a huge theatre industry which supports two Tony award winning regional theatres, a dozen small professional theatres, a myriad of community theatres, and a half dozen touring houses. The opportunities for our students to gain experience in this area are many.

SLO Assessment and Implications for Practice

We have completed assessment on all courses for all SLO's. The final round of assessments were completed in Fall 2014 and will be added to Taskstream in Spring of 2015. This completes our fifth and final year's activity of the six-year cycle. Our current assessments are in direct, survey-based questions. When we initially designed the SLO process for our courses, it was important to us that the assessment process addressed student progress and success rather than placing the burden of learning on the instructor. While our intentions were good, we have found that the indirect assessment does not provide the type of data that would be helpful in supporting Program Review needs and requests. We will be analyzing our process in the coming months to identify new styles of assessments, and perhaps a new approach to the questions themselves.

Future Plans/Goals

Our program's short-term vision focuses on becoming an autonomous department which will require growth in our FTEF thus allowing us the opportunity to increase offerings. Increased FTEF will allow us to explore and implement program specialties in Youth Theatre, as well as providing a more robust digital program, and the hiring of new faculty to foster these areas. To better support students in the major, the program is seeking more substantial classified support. Our short-term goals also must include continued development of additional experiences for students building on the foundation established in the Spanish Language One Acts, Women's Word, the Community Outreach Production, and conference opportunities such as Kennedy Center American Theatre Festival. To do all of this, our vision must include increased budgetary support from the college combined with the ability to generate new sources of income to support experiences beyond the classroom.

Foreign Languages

Program Overview and Description

The Languages Department embraces a global perspective and remains committed to creating an optimal environment for engagement, acceptance, learning, and diversity. Our department employs 11 contract faculty in Spanish, 1 in Chinese, 1 in Japanese, and 1 in French. We offer Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish, Tagalog, and Vietnamese, the majority of which taught by our 35-40 adjunct instructors. We offer AA Degrees in Spanish, French, and Japanese with an ADT in Spanish now in the last stage of approval at the state level. Our languages provide the emphasis for the AA Degree in Liberal Arts, and we offer a Study Abroad Program in Spanish and most recently French. Course offerings include Spanish for Heritage Speakers, core honors courses in Spanish 101 and 102, and cross-disciplinary courses with drama and film at the Spanish 202 levels.

Strengths

- Alignment of student learning outcomes with course assessment
- Integration of multimedia technology into language learning
- Student engagement inside and outside of the classroom
- Incorporation of culture into language study
- Development of Study Abroad Program in Spain
- AA degree offerings in three languages
- Comprehensive language course offerings to meet goals of transfer students
- Establishment of Language Center as the centralized home for our students and services
- Addressing needs of heritage student population in Spanish
- Mentorship of contract and adjunct faculty

Challenges

- No Language Center Director to coordinate services to students and faculty
- No dedicated Language Center/tutoring budget to provide services that are exclusive to Languages' needs
- 56% adjunct to 44% contract department ratio
- Declining fill rates in certain languages
- Lower success rates in certain languages
- Lack of persistence through the language sequence
- Lack of available classroom facilities during high demand (8 am 1:00 pm)
- Lack of contract faculty to shoulder workload produced by Task Stream input, Program Review, SLO's, and course outline updating

External Influences

- Data driven culture impacting curriculum and workload
- Push toward accountability at state level
- Implications of Study Equity and SSSP
- Schedule planning driven by Student Ed plans
- Schedule planning driven by fill rates
- Lack of reassigned time
- Limited classroom facilities at peak times

- Insufficient student parking which discourages students from taking courses when parking is especially challenging (early to mid-afternoon)

SLO Assessment and Implications for Practice

- Need to increase adjunct involvement in smaller programs to show compliance across all languages and levels
- Assessment results produce meaningful dialogue and have inspired improvements in teaching preparation and practice
- Inconsistencies in assessment platforms warrants research and training (provided by a Language Lab Director), and adoption of oral and written assessment practices that more accurately reflect National Standards of Foreign Language Teaching
- Data input into Task Stream a deterrent to participation; need to hire more contract instructors or procure clerical assistance to help with input

Future Plans/Goals

- Restore lab director position: Although usage of facility increasing, potential for success limited due to absence of a center director. We need to restore position (hired in 2006 but cut in 2008) to coordinate dedicated support services, recruit and train peer tutors, provide teacher training to maximize lab usage, develop curriculum to optimize student persistence in the language, and track the Language Lab's impact on student success.
- Obtain dedicated Language Center Budget for supplies
- Centralize language tutoring coordination in Language Center
- Move pre-requisite testing and assessment for languages to Language Center
- Decrease attrition at the 101 levels
- Increase student persistence and fill rates, especially in the second and third semester levels
- Increase student success rates, especially at the 101 levels
- Improve adjunct to contract ratios

Music

Program Overview and Description

The academic program in Music is designed to provide students with the fundamental skills for most musical pursuits while remaining flexible so that students may determine which music courses are most suitable to meet their individual goals. We create a comprehensive learning environment for future professionals and the broader college community in a dynamic and culturally diverse learning environment. We provide strong and vigorous transfer curriculum for transfer to colleges and universities. We give our students the means to become responsible scholars, artists, and leaders.

Strengths

Our success rate is at 73% which is higher than college-wide rate at 70%. Our overall GPA is 2.96 which is higher than college-wide GPA of 2.66. We have revised the Associate in Music Degree making AA degree more accessible. Our vocal, guitar, piano, jazz, and world music programs are very active on campus and broader community. We offer three merit-based scholarships to incoming students who desire to sing in the Vocal Ensemble or play in the Mesa

college Jazz Band. The Applied Music Program (AMP) continues to be an excellent tool for the department to recognize and foster the music potential of our strongest music majors.

Challenges

We need a new performance hall. Our facilities were built in 1964 and are unsuitable for modern educational goals. There is no space on campus for music faculty and our ensembles to perform. Recital Hour needs funding and in the near future the students will not have the opportunity to observe free on campus performances of world class musicians. Accompanist budget needs to be increased. The lack of funds prohibits the opportunity to hire a strong accompanist. It limits the choice of suitably challenging repertoire for the choir and music majors. Only half of the keyboards in room C-204 were upgraded. We need thirteen more keyboards. Our students need the benefit of fully modern dynamically responsive instruments.

External Influences

California State's decision to no longer allow the repeatability of performance classes and to place them into so-called families is detrimental to the musical development of our students. The participation in ensembles by music student population is down by nearly 28% due to a general decline in enrollment and students getting blocked from enrollment due to limitations from the families and repeatability. This has had a great impact on our students who need repeated participation in ensembles to master their instruments. The Music industry has been changing at a rapid pace, in regards to how music is composed, recorded, produced, studied, performed and promoted.

SLO Assessment and Implications for Practice

One of the three program SLOs will be reviewed every two years. At the end of the first year the department will review one program SLO and determine if it is still relevant and being met. Any necessary changes will be made in year two. This process will be repeated for the other two program SLOs. Each faculty member assesses the courses in their area of specialty.

Future Plans/Goals

We aspire to be among the finest centers for music learning, creativity and performance and to become recognized as one of Southern California's pre-eminent music programs dedicated to the study and performance of classical music, jazz and various styles of music throughout the world. To achieve that we need to address the following goals: increase the enrollment in music ensembles, increase the accompanist budget, obtain new keyboards, build a new performance hall, support the Recital Hour and obtain new instruments and sheet music for our jazz ensembles.

School of Business and Technology

Accounting Program

Program Overview and Description

The Accounting program continues to be one of the strongest programs on campus. The Program maintains an extremely high level of productivity and efficiency and offers one degree and two certificates. Students completing the required Income Tax courses can become certified tax preparers. The Program maintains a good reputation with all the Local four-year schools regarding transfer students. In addition, The Program encourages workforce development through our certificate programs. One full-time faculty member was hired in the spring of 2014 and an additional faculty member is expected to be hired in the Spring of 2015. In addition a School of Business and Technology Building will be completed sometime in the coming two years which will have a positive impact on the Program and School of Business as a whole. Contract faculty remain current through attendance at continuing education conferences and seminars and remain devoted to providing the best education possible.

Strengths

The data shows that the Accounting Program maintains an extremely high level of productivity and efficiency with regards to program offerings. The Accounting Program has a good reputation with all the local four-year schools regarding transfer students. Contract faculty remain current through their attendance at continuing educational conferences and seminars. Contract faculty are also devoted to providing the best education possible with the limited resources we have assigned to us.

Of the 1009 total AA/AS degrees awarded by Mesa College in 2013-2014, 21.3% required at least one accounting course. Of the 191 certificates awarded requiring 30-59 units, 63.9% required at least one accounting course. It should be apparent that the Accounting Program is integral to a significant number of programs and thus the overall success of Mesa College's mission, vision, and objectives. It is expected that the demand for accounting courses will continue.

Challenges

One of the main challenges facing the Accounting Program has been a lack of full-time contract faculty. This, combined with the lack of a centralized building for the School of Business, has had a negative impact on the Program and School of Business as well. Unfortunately, the Program has seen a decline in the demand for seats over the last 24 months. The Program believes that much of this decrease is a result of students going elsewhere when they were unable to have their needs met here at Mesa. This problem has been compounded by the fact that the School of Business has been homeless and moved around the campus for almost seven years. It is believed that the addition of new faculty members and the relocation to the new building when completed will result in increased demand for program offerings due. The centralized location and dedicated faculty members will result in a more satisfying experience for students.

External Influences

The major external influence that impacts the Accounting Program has been the ongoing lack of funding at the state level. Prior to the extreme budget cuts seen four years ago, we saw an increase in the total number of sections offered by the Program. However, with the elimination of intersession and summer school we found ourselves in the position of too many students and not enough classes. Additionally, an improved economy saw a decrease in the demand for classes campus wide. The Program would be able to expand upon the Program's and College's mission statements with the addition of contract faculty members which we will have finished hiring at the close of Spring 2015. The planning and eventual construction of the School of Business and Technology building will also have a positive impact on the program and School of Business as a whole. As stated above, a new faculty and a centralized location should have a positive impact on student demand and retention.

SLO Assessment and Implications for Practice

The Program has been assessing SLO's at the course level for the last four years with much success. In all but two instances, the course level SLO's were assessed and either met or exceeded target pass rates. With regards to the course SLO assessments that did not meet expectations, the professors changed the way the SLO was presented to their students. Upon reassessment, student success rates met or exceeded the target goals. In the Fall 2014, updated Program SLO's were developed so that they more closely reflect the goals and objectives of the Accounting Program and the courses that it offers. Additionally, by the end of Spring 2015, every course in the program will have had its SLO's reassessed and updated as needed. It is expected that beginning with the 2014-2015 assessment cycle, these updated course SLO's and Program SLO's will provide a better illustration of success rates within the Program.

Future Plans/Goals

As stated previously, the addition of two new full-time faculty members and the completion of the new building will have a positive impact on the Program as well as the entire School of Business. The additional staff and a centralized location for the Program will allow us to more effectively meet our obligations and better serve our student population. Furthermore, the implementation of updated Program and course SLO's will provide the Program with more accurate information with regards to student success and areas that need attention. The addition of an advisory board will also have a positive impact on the quality of the Program and provide much needed interaction with local area employers and transfer institutions. As the field of Accounting and Business in general continues to grow, the Accounting Program will also grow to meet the demand for quality accounting education here at Mesa College.

Business Administration/Management

Program Overview and Description

The Business Administration program is a well-established program that focuses on helping students achieve success in Career Technical Education, and supports students' successful transfer to baccalaureate institutions. Business Administration currently ranks as one of the top degrees for transfer (second to Undeclared). The program grants the Certificate of

Achievement, the Associate in Science Degree, and the Associate in Science Degree in Business Administration for Transfer. The program's core learning outcomes include developing an understanding and respect for the business environment, locally and globally, and an awareness of the student's role and responsibilities in business. Students are challenged to think critically about business models and practices, to research and understand organizational and financial data, to communicate logically and ethically, and to develop a sense of civic responsibility on campus and in the community.

Strengths

The Business Administration program is committed to student success and works with students who are seeking to enhance existing careers, change careers, and increase their ability to perform in a global business environment. Our Associate degrees and certificates are respected by the workforce community. The program also serves those wishing to start their own business. Our core classes provide a strong foundation for those seeking to transfer to a baccalaureate institution. The program has a trend of strong enrollment and high fill rates. Our classes are in demand and we will continue to innovate to address the needs of the campus' diverse student population. Between 2008-2013, our program awarded 276 AS degrees in Business Administration, 45 AS degrees in Business Management, and 343 certificates of achievement. Other graduating students declare an emphasis in business. These degrees account for 5% of all degrees awarded at Mesa College.

Challenges

In 2014, the Business Administration program added two full-time faculty, however, the contract-to-adjunct ratio remains low. An additional full-time faculty in Real Estate will enable the program to better meet the needs of all of our students, especially in the areas of Career and Technical Development. In Spring 2013, FTES rose by more than 10% from the previous year. The program has increased productivity and maintained high levels of student retention and success. In 2012 and 2013, the program surpassed the district's load goal, making Business Administration efficient in the face of high demand. An additional faculty member in Real Estate can offer technical expertise and advisory support that the program currently lacks in this area. An ongoing challenge has been the fact that faculty offices are not yet located in the same building, but this will be alleviated when the Business Administration building is completed.

External Influences

One of the biggest changes to our program has been the creation of the Associate Degree for Transfer in Business Administration. The first year in which this degree was awarded was 2012-2013. Three degrees were awarded, representing just 1% of degrees and certificates for that period. The degree for transfer is now the best avenue for students wishing to guarantee a place at a California State University. Unfortunately, the ADT in Business Administration is not always the ideal choice for students wishing to transfer to SDSU. In fact, students who complete the Associates Degree in our program have all of the needed classes and are less likely to have to repeat units. Completing the ADT degree may result in students having to take additional units at SDSU, and they may find that they cannot get into more specialized programs such as entrepreneurship. This is a concern that should be addressed with further communication between Mesa and SDSU.

SLO Assessment and Implications for Practice

Our data shows that students are meeting and exceeding the course targets for learning outcomes. This data indicates that our students are learning the critical thinking, communication, awareness, ethical and technological skills that are stated in our program's mission and that are essential to success in the business environment.

During the next review cycle, our program plans to streamline SLOs to reduce redundancy and improve our reporting time. Lower than average staffing during the past review cycles means that while every class has been assessed in at least one area, not all of the data has been tabulated and uploaded in a timely manner. Our program is on track to improve the speed and efficiency of our reporting. We remain confident that our courses are on track with program level and institutional level outcomes, and that our students are generally exceeding outcome targets.

Future Plans/Goals

The primary goals for the Business Administration program for the 2014-2015 program review cycle are to hire one full time contract faculty in the area of Real Estate, to update and revise the prerequisites for Business Communications (BUSE 119), and to develop a community/industry Advisory Committee for the purpose of providing input and direction into program curriculum. Areas for improvement will include staying current with reporting Student Learning Outcomes. One new goal under consideration is the development of an Associate Degree for Transfer with an emphasis in Financial Management.

Computer and Information Sciences

Program Overview and Description

CISC is a CTE program that addresses key needs of the high technology sector. Our department is large, and our instructors have strong ties to industry. Alas, we have a disproportionately small number of contract faculty. It is a continual challenge to remain conversant with current technology. Moreover, we are preparing our students to be able to use technology that hasn't been invented yet. We work closely with industry and community via our advisory committees and outreach initiatives. SLO assessment is ongoing, and is a catalyst for brainstorming regarding curriculum and teaching approaches. We plan to integrate robotics, establish a game programming associates degree, develop a data analytics program, and address software security. Our main goal is to meet the expanding needs of industry by ensuring workforce readiness with our students. Funding for hardware and software has always been problematic, but our most dire resource need is additional contract faculty.

Strengths

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. 2013-2014, the CISC Department experienced a steady growth pattern. Our WSCH and FTES had constant growth rate semester to semester since Spring 2013 of 9%. When extrapolating for the increase in the number of sections taught for the overall program in Spring 2015 (44) vs. Spring 2014 (40), we estimate that growth Spring 2013 to Spring 2015 has over doubled to

19.7%. Despite enrollment flattening across the college, our 19% growth rate reflects industry and community demand for CISC courses. This directly correlates to CA State Work Force studies that continually reflect the demand for Computer Scientists and Information Technology personnel.

Our department is large (11.10 FTEF in Fall 2012), and our instructors are highly skilled practitioners with strong ties to industry.

Challenges

We have a disproportionately small number of contract faculty. We have two contract faculty, one pro-rata, and thirty adjuncts. So, the non-fulltime to fulltime faculty ratio is 31/2, or 15.5. Taking into account program growth (44 vs. 40 sections being offered), our FTEF is closer to 12.5%. This is compared to the 31% for the college. Most of our adjuncts are maintaining a full load, which makes it difficult to arrange for substitute instructors. Finding qualified instructors that are willing and able to teach in our field is a constant challenge. Industry pays much better than academia, and public speaking is not a popular past time for most information technology professionals. Ours is a rapidly changing field, and it is a continual challenge to remain conversant with current technology. Moreover, we are tasked with preparing our students to be able to use technology that hasn't been invented yet!

External Influences

We work closely with industry and community via our advisory committees and outreach initiatives. We are working with the UC Davis Center for Integrated Computing and STEM Education (C-STEM) to inject robotics into our C/C++ programming courses. UC Davis has produced a scalable programming language curriculum that will enable us to enhance our outreach to local high schools and middle schools, as well as to both UCSD and SDSU. UC Davis sponsors a yearly Linkbot competition that our students will qualify to compete in, and we are confident that this will motivate and inspire our students to gain highly employable skillsets by participating in our program. Additionally, we are collaborating with SDSU for our proposed Knowledge Programming and Infrastructure program as well as industry SMEs in key areas like cyber security.

SLO Assessment and Implications for Practice

We have met or exceeded all of our Student Learning Outcome (SLO) achievement targets. There are two observations we have noted as a result of our cycling through our various SLO assessments. First, it is clear that students who are in more technically challenging courses tend to perform better than those who are in less technically challenging courses. Second, out of all of our SLO questions, the one that students have the most difficulty with deals with how to implement a looping structure as part of a software solution. Our department continues to discuss this issue and consider how we might be able to adjust our curriculum and/or teaching approach to more strongly support the learning of this topic. Three new approaches that we are currently attempting include promoting the use of the *CeeBot4*, *Ch*, and *Code Ladder* software.

Future Plans/Goals

Our department plans to:

- develop three new courses in support of the new four year Health Information Management Systems degree. These new courses will be CISC 401 Analytics in Healthcare iPython, HIMS 404 Advanced Healthcare Database Management, HIMS 406 Healthcare Informatics.
- complete the development of a Game Programming Associates degree.
- develop a new program entitled Knowledge Programming and Infrastructures. This program will extend our data analytics efforts, and will provide opportunities to collaborate with other departments. This program may support a variety of four-year degree programs, such as HIMS, and it may become a four-year degree program candidate of its own.
- develop and offer new security courses.
- expand our microcontroller/robotics related course offerings.
- perform outreach into local high schools.
- increase internship opportunities for our students.

Computer Business Technology

Program Overview and Description

The Digital Technology Department, which includes the Computer Business Technology (CBTE) and Web Development (WEBD) programs that are designed to prepare students for positions in today's workforce.

In the last five years, a total of 87 certificates and degrees have been awarded to students studying CBTE or WEBD. While completing a certificate or degree is a great accomplishment, we are just as proud of the training we provide that helps individuals secure entry-level jobs, advance in their current career, prepare for a career change, or develop computer skills they can use in their educational studies or personal life.

Strengths

- Dedicated faculty
- Input from advisory committee used when developing or revising courses, certificates, and degrees
- Courses in CBTE and WEBD programs reflect industry standards, best practices, and input from our advisory committee
- Hardware and software that reflects what is being used in the workplace
- Interdisciplinary working relationship
- Articulation agreements with high schools, continuing education, and 4-year institutions

Challenges

- Lack of sustainable funding for purchase and maintenance of technology
- Lack of FTEF

- Revision of aligned CTE courses every two years
- Evolving industry standards and emerging technologies
- Administrative tasks overtaking teaching tasks
- Accommodation of special needs students is more difficult in current learning environments

External Influences

- No line item budget for hardware and software for classrooms and faculty offices
- Economy
- Build-out of new campus
- Industry standards are constantly changing whether it is the hardware, software, or the focus of the industry

SLO Assessment and Implications for Practice

The CBTE and WEBD program chose to measure program outcomes in three areas: Communication, Critical Thinking, and Technological Awareness.

No significant findings were found that resulted in any action being taken or changes being made on the program-level SLOs.

Any changes that have been made to this point have been made in the course-level SLOs to improve student outcomes. Several actions we have taken are: (1) more communication and critical thinking activities have been integrated into our courses, (2) the SLO outcomes are used to justify or support the need for equipment and software purchases when writing proposals for Perkins funding, and (3) some courses have been scheduled with an on-campus component so instructors can visibly monitor the skill development in communication, critical thinking and technological awareness and provide prescriptive application work to strengthen these skills before assessments are administered.

Future Plans/Goals

Our future plans include: high tech in our classrooms (Wi-Fi, software delivered via the Cloud, tablets, e-books), faculty offices grouped for intra- and inter-discipline interaction and pollination, more social media to connect with students, reinstate on-campus "open" lab, online courses feature more multimedia, multitude of learning options/strategies/delivery modes, continuous curricular updates, sustainable funding for hardware/software purchase and maintenance, curricular connections made with other program areas that use the skills we teach in our courses, and more user-friendly systems for administrative work requirements (Taskstream and CurricUNET).

We have set two main goals for this Program Review period. They are (1) Investigate reinstating the CBTE open lab computer lab and (2) Increase FTEF in the WEBD program.

Economics

Program Overview and Description

The economics program consists of two courses, Principles of Microeconomics and Principles of Macroeconomics. Together these courses are required in about 1/4 of all Mesa degree programs. Additionally Mesa offers a Liberal Arts AA with an emphasis on Economics that graduated 33 students last year and 36 the year prior. An economics Associates Degree for Transfer has been developed at the state level, and the economics faculty are considering whether to offer it at Mesa.

The outcomes for the economics program exceed the college wide outcomes. Overall, retention is 89% as compared to 86% campus-wide. Our success rate is 75% (compared to 70%) and our average GPA is 2.68 compared to 2.66. Close to 2000 students take our courses annually.

We have not recovered the students lost after an intermediate algebra prerequisite was put in place in fall 2010. Last year our enrollment was 41% below the 2009-2010.

Strengths

The economics program has a solid core of experienced faculty, with all full time faculty and adjunct faculty have been teaching for at least ten years. The majority of the full time faculty are leaders on the campus, with experience in academic senate, academic senate executive committee and department chair.

A new facility with state-of-the-art technology is being planned to house both the economics faculty and students (Business and Digital Technology Building), and faculty is actively involved in its planning. We also have the opportunity to raise the profile of economics through offering an Associates Degree for Transfer program, and are researching the appropriate timing and action to take on this.

A new course, Environmental Economics, is being developed for the program, to be offered in the 2015-2016 school year.

Challenges

Insufficient Computer technology: Economics is both graphical and difficult, and computers where the instructor can write on the screen are crucial for online classes and very helpful for on campus classes. More detail is given in the goals section where we request one of these computers so that online tutorials can be developed and other virtual teaching can occur.

Currently we are spread out all over the campus, in terms of offices and classrooms. Our department has added four new faculty who have never been together with the entire department. This scattering hinders professional relationships as well as interaction with students during our office hours. We are all looking forward to having our new building,

Class size for online classes is too large for optimal learning. Research studies show optimal class sizes to be much smaller, and to offer quality online programs with classes of 40 is a continual challenge.

External Influences

Lack of funds is an issue that affects the entire college. While improved over a few years ago, there is still not enough money for up-to-date computers for faculty, adequate funds for conferences, or economics tutors.

The level (lack) of student preparation and study skills is also an issue affecting economics and all other courses. Student attention to cell phones, laptops, etc. is a significant deterrent from attention to the classroom content.

SLO Assessment and Implications for Practice

SLO results have been positive in all years, demonstrating that our students are successfully learning the course content. While we continually work to improve our classes, no specific actions have been found necessary do to the positive results.

Future Plans/Goals

1. Offer a course in environmental economics.
2. Continue to plan and consult on new building (and eventually move in!)
3. Obtain Tablet PC's for the full time economics professors so that they may have a better ability to teach virtually.
4. Offer a learning abroad semester with an emphasis in economics (this one is still in the visioning stage).

Fashion

Program Overview and Description

The Exercise Science, Athletics and Health programs offer a diverse curriculum and a wide variety of movement experiences for the development of physical activity skills, knowledge, and fitness necessary for lifetime wellness; an adapted activities curriculum for students with disabilities; and an intercollegiate athletic program, which offers performance oriented students opportunities for competition.

The mission of the Exercise Science, Health and Athletics Program is to prepare students for professional opportunities in Exercise Science, Health, Athletics and related fields, to teach lifelong health, sport and exercise skills, and promote healthy lifestyle decision making for students. This is accomplished through the offering of a variety of exercise, health, athletics and theory classes transferable to four-year institutions.

Strengths

Our program strengths include our new Exercise Science Center to be opened in Fall 2015, quickly modifying our curriculum to meet new title five requirements, tremendous success in transferring student-athletes at a very high rate often with athletic and academic scholarship opportunities, and Health education which has performed well through funding cuts and changes in title five legislation affecting exercise science.

Challenges

Our greatest program challenge was brought up in the KPI data analysis section. Physical Education/Exercise Science courses have experienced a major shift for both program course offerings and student enrollment with the impact of recent title five legislation on course repeatability. Another challenge has been meeting the needs of the students in facilities that desperately need renovation and/or rebuild. Our long term vision is to create a lasting environment for sustained quality improvement of learning for students for the next fifty years. We have also lost a number of faculty positions to retirement. We would also like to increase the number of degrees and certificates awarded. One way we can immediately improve this area is hiring faculty for our Personal Trainer Certificate Program.

External Influences

The greatest external influence affecting Exercise Science is the impact of title five repeatability limit legislation on exercise science courses. The health of the economy and the State of California's investment in education with undoubtedly continue to influence our college and program. The number of sections and enrollment has declined considerably during the period of the great recession. Growing national fitness trends in response to increased obesity rates has created an opportunity for our program to produce certified fitness specialists/personal trainers to assist the community in their personal health goals.

SLO Assessment and Implications for Practice

The School of Physical Education changed names to the School of Exercise Science beginning Fall 2014. Changing titles required the faculty to review all courses currently offered and revise courses as necessary. Additionally, faculty determined that 75 new courses were needed for student enhancement and success. All courses both old and new created, added, deleted or revised SLOs. Exercise Science currently offer 193 courses. 190 courses have identified SLOs and have aligned those SLOs with both Program SLOs and ILOs. 21 courses have completed assessments and have reported into TASKSTREAM all SLOs. 21 courses have been completed and need to be reported into TASKSTREAM. Assignments have been made for Spring 2015 to complete all other assessments with a goal of May 1, 2015 reports into TASKSTREAM.

Future Plans/Goals

Our program has a general goal of increasing the number of Exercise Science degrees/certificates awarded. In support of sustained quality learning for our students, we have several goals and needed resources to meet this objective including: Build a New Aquatics Facility, Diving board replacement, Pool Deck Resurfacing, L100 Renovation/Rebuild, Swimming Touchpad Replacement, Build A New Fence For The Women's Softball Field, Upgrade Of Present Basketball/Volleyball Gym, Purchase Of Equipment To Upgrade Training Room, Construction of Sand Volleyball Pit(s), Equipment Upgrade/Replacement For Indoor Volley, Equipment And Facilities Upgrade/Purchase For Tennis Programs, Purchase Of Equipment To Upgrade Area Utilized By The Women's Athletics Equipment Manager, Upgrade Of Women's Locker Room, Equipment Purchase/Upgrade For Cross Country/Track And Field Programs, Hire Personal Trainer Certificate Program and Health Faculty, and Personal Trainer Certificate Program Purchase of Equipment.

Geographic Information Systems

Program Overview and Description

The Geographic Information Systems program is a Career Technical Education program designed to prepare students for entry-level positions and to update the skills of working professions. GIS skills and knowledge are used in all fields that need to understand and track geographic data. The program works closely with industry and reflects the current and best practices in the field. We are very proud of our internship program, our past involvement in grants, and our contributions to the national standards for GIS curriculum. A milestone will be achieved this year when a full-time faculty member is hired; currently GIS classes are taught by adjuncts working in the field.

There have been 19 degrees and 49 certificates awarded in the past five years. In addition, many students who are working professionals complete their educational objectives by taking classes which advance them in their current career or prepare them for a career change.

Strengths

- Dedicated faculty
- An engaged Advisory Committee
- Adjunct faculty who are working professionals in the GIS field
- Internships supported by regional agencies and businesses for the Technician certificate
- GIS adjunct faculty who have participated in both state and national grants
- GIS adjunct faculty who regularly participate in regional professional organizations and workshops
- GIS courses that reflect the industry standards and best practices being used in government agencies, businesses and industry
- Hardware and software that mirrors the current industry standards
- Interdisciplinary relationships with Multimedia, CBTE, WEBD and BUS
- Articulation agreements in place with six high schools, and San Diego State University
- With a new full-time faculty slated to start in fall 2015, GIS will be poised to respond to new GIS economic development needs in the San Diego region

Challenges

- Lack of sustainable funding for technology
- Maintaining and updating software, hardware, servers and network
- Responding to ever-evolving industry standards and emerging technologies that require new curriculum to meet the work force needs
- Getting revised courses, certificates, and degrees through CurricUNET
- Getting new certificates and degrees through the regional and state approval process
- Lack of a college policy process for increasing FTEF for courses in emerging GIS technologies needed in the San Diego region
- Funding of hardware and software for adjunct faculty members who teach online or hybrid courses
- Lack of sufficient resources for faculty training in emerging technologies and new instructional strategies
- Software is available on a subscription bases only and GIS is reliant of being awarded funds through the competitive Perkins grant process

External Influences

- No predictable yearly funding for technology at the state or District level
- Quickly changing and new technologies that should be addressed through curricular changes or additions to support the region work force training needs
- Support from the region's agencies, businesses and industries for the GIS program
- Mysterious state processes for getting certificates and degrees approved

SLO Assessment and Implications for Practice

GIS measures outcomes in three areas: Communication, Critical Thinking, and Technological Awareness. All courses are assessed each year and all three SLO's are measured in a three-year period. The Course-Level SLOs being assessed are included in the syllabus.

The findings for GIS were used in three significant ways. First, courses offered in the hybrid mode were expanded to all courses to improve student success. Two courses were rewritten so they could also be offered in the hybrid mode. Second, the continued student success rate over time was used in GIS's Perkins funding application to support the need for industry standard hardware and software to continue the student success rate. Third, one of the GIS adjunct faculty members is exploring the flipped classroom model to see if this would further improve student success. The results of using the hybrid mode and industry standard hardware and software has improved student success.

Future Plans/Goals

GIS plans to maintain industry standard hardware and software, course content that reflects the current practices in industry; a learning environment that employees proven practices: more real-time applications and multimedia in online courses; classrooms using state of the art technology, and campus-wide WIFI. GIS plans to work with industry to create new courses and certificates that are needed for work force development in the San Diego region. It is hoped that getting certificates and degrees approved at the state level will be simplified, demystified and supported. GIS will maintain and build upon its good working relationships with other programs in our school.

GIS has set three main goals: 1) create new courses and certificates, 2) increase FTEF in the GIS program as new courses are added, and 3) maintain and upgrade hardware and software.

Hospitality

Program Overview and Description

The Hospitality Program strives to meet the goals and priorities of the college and is dedicated to providing students with a well-organized and modern curriculum. The curriculum is designed to prepare students to compete in today's multifaceted hospitality industry with all its ever-changing rules.

The Hospitality Program is sequenced to guide students with a roadmap for either an Associate of Science or a state Certificate of Completion, both of which, when completed successfully, provide the necessary skills for many entry-level jobs in the hospitality field. The two associate

degrees require a minimum of 60 semester credit hours and provide the requisite foundation for transfer to a four-year college or university, which is highly encouraged. The program is designed to also support the entrance into the hospitality field with a terminal degree and trusts that the degree will prepare them for success in the industry.

Strengths

Faculty come from diverse professional backgrounds and management styles, presenting a greater mix of soft skills and critical thinking training. There has been successful enrollment in the Hotel Management and Event Management programs, including more than 700 students per semester with declared majors in the majors and certificates.

Job externships for The Programs students include industry leaders such as: SeaWorld Parks, Delaware North Company, Starwood Hotels, Hilton Hotels, Marriott Hotels, Cohen Restaurant Group, Kimpton Hotels and numerous local, high-profile event consultants, just to mention a few. We continue to keep our relationships with our professional affiliations: ACF, NRA, NACE and ISES.

Challenges

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 program also has had challenges directly connecting with the student population. With all of the faculty adjunct, it has been difficult to create a common direction, and most importantly, an official individual to help students with job placement and information, community contacts, class scheduling and advisement.

External Influences

The hospitality program has almost doubled in size in the past five years, and is currently limited by the pre-requisite class, HOSP 101 Introduction to Hospitality. In addition, two thirds of the students in The Program are non-traditional aged working adults, so many have to take a semester off or reduce their course load due to industry or personal demands. Offering more sections of this class would allow more students into the pipeline and create maximum-fill levels in the upper-level classes. Retention and success rates are above those for Mesa College, as are ethnicity levels for African Americans and Latinos. Additionally, the overall GPA is higher in The Hospitality Programs than it is for Mesa College, overall. Since The Hospitality Program has moved to the College of Business, there is greater opportunity for closer interaction amongst the programs faculty to align goals and build off one another's strengths.

SLO Assessment and Implications for Practice

Our data shows that students are meeting and exceeding the course targeted learning outcomes. The data indicates that our students are learning the skills stated in our program's mission statement and we feel that these are favorable skills to succeed and thrive in the hospitality industry.

We have struggled as a department in the last year due to not having a full time faculty member. The adjunct faculty have selected several classes to collect the data from. With a faculty hired in 2015 the department plans to examine our SLOs for redundancy and current relevance. With the lack of the full time faculty member we have assessed all skills based on our mission but have not assessed each class. Our program is on track with hiring to improve the speed and efficiency of this task and will make it a priority when the program is sufficiently staffed. We remain confident that the program is exceeding outcome targets.

Future Plans/Goals

1. Create a 250A Service Learning Course to strengthen the department's relationship with the community.
2. Participate in the Discipline Input Group for Hospitality and create a state Transfer Model Curriculum per SB 1440.
3. Align the hospitality curriculum with curriculum standards in the College of Business, particularly in ACCT 116B, BUSE 140, sales and marketing and economics.
4. Identify ways to increase the number of HOSP 101 sections so as not to limit the number of students in the program.
5. Create minors in both Hotel Management and Event Management to enhance resumes for students and to offer all classes to all Hospitality students.
6. Increase student membership of professional associations in the hospitality industry.

Marketing

Program Overview and Description

The San Diego Mesa College Marketing Program seeks to (1) promote students' academic and career success while cultivating their sense of community responsibility, nurturing their cultural awareness, and inspiring them to develop their leadership potential; (2) offer students up-to-date, relevant certificate and degree awards that enable them to achieve their academic and career goals; and (3) work with industry advisors to ensure that the Marketing Program curriculum equips students with the knowledge and skills they need to find employment and thrive in their careers. The Program offers a Certificate of Achievement: Marketing and an Associate in Science Degree: Marketing.

Strengths

Two main strengths of the Marketing Program are (1) the ongoing relevance of its curricular content to the world of work ([Occupational Outlook Handbook](#)); and (2) the flip side of its main challenge, its relatively small size. The first strength ensures that Marketing Program courses continue to support students in their efforts to achieve their educational and career objectives. The second conveys a flexibility to the Marketing Program not enjoyed by larger programs with numerous course offerings. This flexibility makes it possible for the Program to evolve relatively quickly in response to changing industry demands and shifting student needs.

Challenges

A major challenge faced by the Marketing Program is the small number of contract Business Department faculty--i.e., one--dedicated to managing the program. The small number of courses and relatively small number of class sections offered by the Marketing Program every semester make hiring additional contract faculty for the Program infeasible, so the work of coordinating SLO assessment, conducting Program review, and revising curriculum falls to one person, creating a workload that makes tasks like developing new curriculum difficult. A related challenge is the fact that all but two or three of the Program's eleven or twelve class sections in a typical semester are taught by adjunct faculty, some of whom are new, and none of whom are available on campus for any length of time after they teach their classes to work with students.

External Influences

Degree and certificate awards within the Marketing Program are extremely limited because none of the Program course offerings transfer to the public four-year institutions. These institutions offer the Marketing Program courses taught at Mesa College at the upper-division level only, and do not accept Mesa's lower-division courses as substitutes for those classes.

Industry demand for workers with marketing expertise is expected to grow 12-13% between 2012-2022, however, ensuring that the knowledge and skills that the Marketing Program promotes in students will continue to be relevant in terms of helping them achieve their academic and career goals.

SLO Assessment and Implications for Practice

The Marketing Program assesses at least one Program-level outcome every academic year to assure that each of the five Program-level outcomes are assessed within the six-year accreditation cycle.

Each Marketing Program course has had one SLO assessed for every academic year since the 2010-2011 assessment cycle. Each year, performance targets have been exceeded for each course, and the assessment results have been entered into Taskstream. Revision of course-level SLO's for the Marketing Program was undertaken during the 2013-2014 academic year to create fewer, more comprehensive SLO's for each course.

Future Plans/Goals

Marketing Program curriculum must continue to be responsive to the changing needs of industry, since those needs will inform industry hiring decisions. This responsiveness can be ensured through the establishment of strong ties with the business community, as well as through collaboration between Marketing Program faculty and faculty serving in other program areas in which marketing plays an important role. Program goals oriented toward this vision include working collaboratively with the Business Administration Program to develop a strong advisory board based in the local business community, as well as cooperatively developing new, cross-disciplinary curriculum with Fashion, Allied Health, Digital Technology, and Hospitality Program faculty.

Multimedia

Program Overview and Description

Multimedia is in the process of a two-year revision. The emphasis of the 3D animation curricula from film production to video game development. Five classes have been expanded, revised and renamed: MULT 120, 137, 139, 141, and 143. (All of them are presently working their way through CurricUNET.) They will form a part of our new A.S. in Video Game Development. We'll be working in tandem with CIS, which will provide the programming and computer science classes needed to guarantee a robust and relevant program of study. A certificate of achievement has also been proposed to allow for students to concentrate on the core vocational classes only in lieu of completing the GEs necessary to obtain the A.S. degree. The hope is that by refocusing this area of the Multimedia program onto the interactive gaming sector of the industry, as well as offering a new Associates degree, we can bolster student interest and enrollment in the Multimedia program in general.

Strengths

We have met with industry advisory council twice yearly. 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.

Challenges

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. Getting the revised courses passed through Curriculum committee and through the district and state.

External Influences

Lack of funding for updating software and hardware for the classroom.

SLO Assessment and Implications for Practice

Assessment cycle has been met and will continue to be updated. No significant assessment finding has been found and adjustments have been made by instructors where needed. Some of those adjustments have been made in the classroom to continue to with the current progress or increase the assessment findings. Some examples of those adjustments have been to update books being used for the course, change in the syllabus or assignments.

Future Plans/Goals

Create a new A.S. in Video Game Development. We'll be working in tandem with CIS, which will provide the programming and computer science classes needed to guarantee a robust and relevant program of study. A certificate of achievement has also been proposed to allow for students to concentrate on the core vocational classes only in lieu of completing the GEs necessary to obtain the A.S. degree.

Real Estate

Program Overview and Description

The Mesa Real Estate Program recently ranked as one of the Six Highest Real Estate Enrollment Community Colleges in the State for Fall 2013 according to the Chancellor's Office. The program maximizes the use of diverse delivery modes based on a broad community of learners with over 86% of the real estate program courses online. The majority of students enroll in our classes to retool for a new career, to improve or update skills with the industry of to qualify for licensure. Very few students enter the program to earn a certificate, degree or to prepare for transfer. There is no longer any contract FTEF associated with the program which could impact future program quality.

Strengths

Our Real Estate Program strengths include the following:

1. The adjunct faculty who teach the courses are Subject Matter Experts (SMEs) who work full-time as real estate professional their respective fields, affording students the opportunity to be engaged in the most current real-world case studies, applications and research impacting their field of study.
2. Our program offers the convenient, flexible and diversified scheduling and accessibility with over 86% of its course available online as distance education.
3. Our courses are more affordable compared to propriety online real estate licensing education schools with the added benefit of offering an A.S. degree in Real Estate.

Challenges

Real Estate Program challenges include the following:

1. Our first and foremost challenge is maintaining rigorous, broad and complex curriculum offerings without any contract faculty. Hiring a combined business law/real estate contract faculty would assure program quality.
2. We need more comprehensive course scheduling. It is common practice in the real estate industry to have a student wish to begin working on course requirements immediately to qualify for the state exam. If we had a combined business law/real estate contract faculty instructor, we could offer more sections with more start times so that students would not have to wait until the next semester for a class to start.
3. Attracting and retaining real estate adjuncts into positions whose compensation is not competitive with the outside world or with contract faculty is a constant and time-consuming challenge.

External Influences

Our Real Estate CTE Program is subject to external influences from supply-demand changes, unemployment changes and the overall cyclical nature of the real estate market and local and global economies during recessions, troughs and recoveries. Per the CA Economic Development Department website, unemployment rates in San Diego County are at an historic seven year unemployment low of 5.4%. It is forecasted that by mid-2015, all the job losses from the subprime meltdown will have been recaptured.

SLO Assessment and Implications for Practice

For the current assessment cycle most courses since Fall 2013 well exceeded the minimum 70% competency level. In most cases, students who failed to grasp a particular SLO failed to complete the assignment. This is, in itself, a problem that needs to be addressed in the context of student success and retention. Student success rates were noted to be lower in online classes in which modules and assignments which were self-paced rather than sequentially released.

Future Plans/Goals

Future goals include (1) hiring one new combined business law/real estate contract faculty as there is no contract FTEF associated with the program and (2) maximizing student course access to more comprehensive online course scheduling's and (3) improve communications with regional industry leaders.

School of Health Sciences and Public Service

American Sign Language and Interpreting

Program Overview and Description

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.

Strengths

Our program is made up of highly skilled instructors. All have their Master's Degree. One has a doctorate. The instructors are all knowledgeable in their area of expertise. All have taken several linguistic courses. All of the instructors in the Interpreting program are nationally certified interpreters and work in the field. The Interpreter Trainer has several national certificates as well as state licenses. All of the instructors are involved with continuing education to keep abreast in the field. All of the instructors of the AMSL department are involved with the American Sign Language Teachers Association either at the local and or national level. All of the full time instructors are Deaf. All of the instructors are native or near-native signers of American Sign Language; which allows the students to be taught and exposed to genuine ASL language and Deaf Culture.

Challenges

The main challenge to our program is setting up a consistent standard on how to test all students so that they will all finish the language classes with the same basic knowledge and skills. The new curriculum for AMSL 115 has some teachers completing the whole textbook while others complete 85-90% of the text.

Our classes are in a cohort stage which are two years in duration. This may have a detrimental effect on the student's ability to graduate on time. If they miss one course then they will have to wait 2 years before they can take the class or take it via another institute.

External Influences

San Diego Mesa College ASL-English Interpretation program is the ONLY interpreting program within a 40-mile radius!

The current drop in the gas prices is beginning to have a positive effect on the ability of our students to make it to class; if the trend continues it will help the students be able to afford the books, which have gone up in prices.

Our classes are in a cohort stage which are two years in duration. This may have a detrimental effect on the student's ability to graduate on time. If they miss one course then they will have to wait 2 years before they can take the class or take it via another institute.

Parking continues to be an ongoing problem for our students.

Financial hardships due to the economy continue to be an issue and pose a problem for some of our students.

SLO Assessment and Implications for Practice

No answer specified

Future Plans/Goals

1. To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills.
2. To provide a learning environment that maximizes student access and success and employee well-being.
3. To respond to and meet community needs for economic and workforce development.
4. To cultivate an environment that embraces and is enhanced by diversity.

State Approved Bachelor Degree

Obtain State of the Art Hardware and Software

Hire 2 new positions to support the program

Animal Health Technology

Program Overview and Description

The Animal Health Technology Program is one of the Career Technical Education programs within the Allied Health Department. The AHT Program only offers an Associate of Science degree. Course work prepares students for careers in the veterinary medical arena. The program is approved by the California Department of Consumer Affairs and the Veterinary Medical Board. Graduates may become Registered Veterinary Technicians (RVTs) upon passing an examination offered by the California Department of Consumer Affairs and the National Veterinary Technician Exam. All twenty program courses are revised every two years

as required by regulations. This task falls to the program director who is the programs only tenured faculty.

Strengths

The program's demographics indicate a widely diversified student population, with more males entering over the last five years. The program has been encouraged males to apply by utilizing males in promotional materials, program orientations sessions, and as tour guides of the AHT compound. Retention, success, and GPA data remain in the 90-100%. Productivity data indicate that our classes are filling to capacity.

Challenges

The cost of providing a live animal program and the ever increasing cost of medical drugs, supplies, consumables, and equipment is the largest challenge that the AHT Program faces. For example, the program plans to regain American Veterinary Medical Association (AVMA) accreditation and acquire a CR digital diagnostic imaging system for student training. Both items are needed to best serve the students and the workforce requirements. Funding these items is the challenge that the AHT Program is striving to attain.

External Influences

The AS degree in Animal Health Technology requires a general microbiology lecture and laboratory course and currently there is a severe shortage of sections in San Diego County. Issues with the state budget and its effect on the district and campus. Currently the AHT Program is accredited by the Veterinary Medical Board, Department of Consumer Affairs, State of California (www.vmb.ca.gov).

SLO Assessment and Implications for Practice

Both program and course level SLO assessments have found that students usually in the “exceeds expectation” range. AHT Program graduates pass the state licensing exam in the ninety plus percentile (75% is required). Both program and course level SLO assessments have found that students usually in the “exceeds expectation” range. AHT Program graduates pass the state licensing exam in the ninety plus percentile (75% is required).

Future Plans/Goals

The AHT Program plans to regain American Veterinary Medical Association (AVMA) accreditation and acquire a CR digital diagnostic imaging system for student training. Both items are needed to best serve the students and the workforce requirements.

Child Development

Program Overview and Description

The Child Development Program takes pride in its dual commitment to both Career Technical Education and Transfer. Certificates of Performance, Certificates of Achievement and Associate Degree programs are available to students interested in a range of child development

opportunities and in meeting the requirements for the State of California Child Development permits and the California State Department of Social Services, Title 22, Community Care Licensing. We have, just this past year, developed courses to align with the Transfer Degree Transfer Model Curriculum/ADT. We are current with the mandated two-year curriculum review cycle and SLO assessment.

Strengths

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

The campus program is strongly supported by the lab component at the Mesa College Child Development Center (CDC) which provides childcare services to our diverse student population that have children 2-5 years of age. It also allows our Child Development students to apply concepts that they have learned in their classes by working hands-on with the children at the CDC.

Challenges

A continual challenge is the reduction in the number of courses offered each semester. Fortunately, we have started to see a reversal in this trend with summer school being offered for the first time in three years in 2014 and more class sections slowly being added to our schedule in 2014-2015.

Another large challenge has been the retirement of two senior faculty within our department. We have fortunately been granted a position for one of the vacancies - that of the CDC Director - due to be filled in Fall 2015. Our contract faculty have just been EEO certified and will start the search process soon. At present, there are only two contract faculty, one at a reduced load of 80%, who teach classes, write curriculum, input SLO's, complete mandatory 2-year curriculum review and write program review. This continues to cause an over dependence on adjunct faculty to teach the classes. We desperately need a second contract position.

External Influences

Our largest external influence has been the severe budget cuts in education due to the State's financial crisis, budgetary restrictions and the resultant reduction in college funding. As was stated above, we are hopefully seeing a slow reversal in this trend with summer school being reinstated and more class sections slowly being added to our schedule. Because of past reductions, we have lost many of our adjuncts to other schools as they have tried to maintain enough classes within the district to receive benefits and even changed to other careers in early childhood education. We are now finding it extremely difficult to cover our classes. This makes a second contract position even more imperative.

SLO Assessment and Implications for Practice

We are currently trying to stay up to date with all SLO assessments. It has been very difficult with only two contract positions, both having only an 80% load.

Future Plans/Goals

Maintain the integrity of the Child Development Center through the hiring of an IA and ILT that will help operate the center according to the standards and philosophies taught in the Child Development program.

Increase in FTEF to restore our class section offerings to the pre-fiscal state crisis levels of the past.

Obtain a second full time faculty position to assist in teaching classes on campus, review and write curriculum, mentor students, help with two-year curriculum review, develop the class schedule every semester, and assist with writing student learning outcomes and program review.

Continue to assess, analyze and update our program and course SLO's.

Continue the alignment of our curriculum to complete the AD-T degree in Early Childhood Education or explore other alternatives to align with State standards and the California Department of Education's Infant/Toddler and Preschool Curriculum Framework.

Culinary Art/Culinary Management

Program Overview and Description

The Culinary Program strives to meet the goals and priorities of the college and is dedicated to providing students a well-organized and modern curriculum. The curriculum is designed to prepare students to compete in the current workforce with ever changing rules in safe food preparation, sanitation, and customer expected services.

The Culinary Program are sequenced to provide students with a 'roadmap' to help guide students to successful outcomes in either an Associate of Science degree or a state Certificate of Completion. Students with Certificates of Completion have the necessary skills for many entry-level jobs in the culinary and hospitality fields.

Strengths

The program provides a strong academic framework to promote lifelong learning for continued career advancement. It models a well formed laboratory environment that promotes critical thinking in an organizational manner with an emphasis in creativity and social understanding. With strong program collaboration we strive to create well-modeled experiences that work to develop emotional intelligence, a critical skill for success in the modern workplace. We accomplish this by providing relevant experiences which are in-line with current industry trends.

Challenges

The laboratory equipment is old, with much of the equipment having been in use for 15-40 years resulting in out of date equipment this is not complying with current regulations for safety and sanitation. Lack of the appropriate number of piece of equipment to train properly in the

laboratory setting, e.g. only one cake turner, with the other brought in by the instructor, for 17-24 students. Other equipment that is under sourced.

Large program, involving more than 300 students, requires an immense amount of supporting clerical work and time commitment, including determination of annual equipment and supply budgets of between \$60,000 and \$100,000

External Influences

The increasing cost of food and the impact on the ability to purchase relevant material at the level of curriculum required by the industry. With culinary enrollment up more than 100% and retention up 20% has also created budgeting/forecasting difficulties as more and more students are staying and succeeding. The Culinary program works hard to balance the complexity of all types of supplies needed to run the culinary laboratory. The laboratory classes are integral to understanding the scope and depth of needed training to safely manage food production within a business reality.

SLO Assessment and Implications for Practice

During the 2011-2012 academic year the Culinary Art and Management program performed in-class assessments and continued review of courses and program Student Learning Outcomes. In the spring of 2012 the first complete cycle of review was completed and all course level data and outcomes were evaluated. During this process we received input and participation from course instructors and industry advisory members on the current and relevant needs of the presented outcomes. The reviewed program outcomes generally reflected a program with greater laboratory hours, approximately 60% overall. We also felt the laboratories presented a greater diversity of skill sets in relation to a lecture presentation in creating the program objectives.

Future Plans/Goals

The program is planning many changes over the next 5 years. Moving into a new building that was specifically designed for the program. This new facility present many opportunity for new classes and enhancements to the curriculum and additional growth for the program. There are Immediate needs for multi-media in the classroom and additional funding for growing student population.

Dental Assisting

Program Overview and Description

This program is a two-semester certificate program which prepares the student for employment to work as a Dental Assistant as well as prepares the student for their state and national boards. Training includes four and six-handed dentistry in: basic and advanced chair side dental support procedures. The program is accredited by the state and national accrediting agencies. Upon completion of the program a Certificate of Achievement is awarded from the college and an Associate degree can be earned with additional coursework. The student is eligible to take their State written and practical boards and the National written examination. Students must maintain a grade of C (75%) or better in all courses to continue in the program.

Strengths

The DENA Program provides: quality education that contributes to access to care & dental health in San Diego; students with a solid foundation in the basic literacy & thinking skills; encouragement to students to become life-long learners; the dental community with graduates who will have the knowledge, information, & skills, necessary to become a vital professional member of the dental health team; opportunities for students to gain knowledge & develop skills necessary to function as a DA, a Registered Dental Assistant in California, and/or Nationally as a Certified Dental Assistant; encouragement for students to pursue personal, professional, and educational goals through critical and independent thought; the knowledge for the legal responsibilities of various levels of dental personnel; the knowledge to recognize & abide by ethical principles of the profession. Our graduates continue to place our program's pass rate on the state boards in the top 10% in all the DA programs in Calif.

Challenges

The Program Director has a lot of additional responsibilities but not additional reassigned time to do the additional responsibilities. Staffing is the main challenge facing the Program. Needing an Instructional Lab Tech. The instructional lab tech would perform many duties such as: clerical/office procedures; adjust/test devices & equipment that operate primarily on the basis of mechanical (not electronic) principles; represent the program to patients, public, government, & other external sources; order & verify supplies; Inspect equipment, structures, & materials to identify any problems or defects; Troubleshooter; Perform routine preventive maintenance on equipment; Determine how new equipment or supply works & learn how the environment would affect operation/outcome; make sure the equipment is working properly. The program director has been doing these duties & a lot of things are being neglected. There is not enough hours in a day for one person to do all the ILT duties.

External Influences

The DENA Program does not have external influences to report on this years program review. For the future the DENA will be looking at offering continuing education classes. Because of the new certification that the dental industry need we might want to start thinking about offering continuing education classes for the dental industry professionals

SLO Assessment and Implications for Practice

All of the course outlines offered in the dental assisting program have specific student learning objectives. Each course outline has at least three SLO that are mapped to our Program SLO. All of the courses were over assessed for the 2010-2011 academic year. The 2014-2015 will be assessed and mapped to our new SLO. The assessments indicates that our students are meeting or exceeding the target set for all courses. At the beginning of this semester the program SLOs were reviewed by all program faculty and minor changes were made. There were changed to meet the accreditation standards provided by the Commission on Accreditation for Dental Assisting (national) as well as for Dental Board of California guidelines for dental assisting programs. All of the Program's SLO and course level SLO have been reviewed by the instructors and Program Director for the dental assisting program and written. The Program & course SLO will be assessed for the 2014/2015 academic year.

Future Plans/Goals

Mentor the new T/TT faculty fall 2015. The Program & course SLO will be assessed for the 2014-2015 academic year. For the future the DENA will be looking at offering continuing education classes for the professional in the dental industry.

Health Information Technology

Program Overview and Description

The two-year program provides emphasis in the areas of storage and retrieval of records, quantitative analysis of medical records, coding and indexing the medical records, legal aspects of medical records, supervision of medical records, department personnel, calculation of healthcare statistics, performance of healthcare quality improvement studies, implementation of the electronic health record and an introduction to health care delivery systems.

Strengths

The HEIT program is accredited by CAHIIM, therefore, graduates are qualified to sit for the national board examination to become Registered Health Information Technicians (RHIT's). We have industry partnerships with regional healthcare facilities. Expertise and education of faculty.

Challenges

The dynamic and rapidly changing field of health information management due to technology and legislation. Difficulty recruiting faculty on college pay scale.

External Influences

[Commission on Accreditation for Health Informatics and Information Management Education](#) (CAHIIM) regulations and accreditation standards. Clinical placement availability and requirements. Increased requests for utilization of Nursing Consortium for placements.

SLO Assessment and Implications for Practice

External accrediting agency, CAHIIM, dictates completion of data components for SLOs. Due to the dynamic field of health information, SLOs need to be revised annually to assure they match the needs of industry requirements.

Future Plans/Goals

1. Develop and implement HIM program.
2. Hire full time HIM faculty.
3. Complete APAR accreditation report for CAHIIM.
3. Develop optimum schedule for coding specialist certificate program.
4. Secure external funding through grants for software and other program upgrades.

Medical Assisting

Program Overview and Description

The Medical Assisting Program continues promoting program and institutional goals and the mission of San Diego Mesa College. Faculty continues to focus on student learning and success. We continue development of directed clinical practice sites for student clinical placement. The Medical Assisting Program continues to have an increase in the student population. Student population remains predominantly female and very diverse. Students continue to meet or exceed the SLO requirements. The Medical Assisting program continues to need increased budgets for single use and disposable supplies and to purchase updated equipment required to teach current skills. SB70 grant funds ended fall 2014 so there are less funds for supplies.

Strengths

We continue to provide excellent, comprehensive and updated instruction to our students. We also continue to see improvement in developing directed clinical practice sites for student clinical placement. Our Advisory committee members are actively involved offering suggestions for improvement of curriculum and suggestions for development of new classes/programs to meet community needs. A new program (Phlebotomy Technician) is currently in development in response to community health care training needs. Our faculty is actively supportive of student success.

Challenges

We continue to draw students from diverse backgrounds, some of whom lack basic math and language skills even through they have taken the appropriate classes.

Introductory classes (MEDA 110: Medical Terminology and MEDA 055: Human Anatomy & Physiology) are usually full early in the registration process and the current cap (45 - 50) is very high. New students who wish to enroll in these classes often find that classes have filled before their registration date.

We are in competition with proprietary schools who take students multiple times yearly. Budget limitations make it difficult to buy adequate supplies and update equipment to current hospital standards.

External Influences

Medical Clinics and hospital expect that students will train on equipment that reflects current practice.

Proprietary schools advertise actively and offer biyearly or monthly admission to Medical Assisting Programs.

SLO Assessment and Implications for Practice

Overall students have met or exceeded the SLO requirements for each course in the Medical Assisting Program.

Future Plans/Goals

Improvement of budget for purchase of AV, software for clinical lab computers, and purchasing equipment that provides students with what is current practice in doctors offices and clinics. Much equipment is outdated or broken.

Add additional certificates/programs in Phlebotomy Technician and EKG technician training as requested by community health care providers.

Study feasibility of adding on-line classes.

Nutrition

Program Overview and Description

As seen with our retention and success rates, the Nutrition program maintains high productivity and continues to grow. Our SLO's are up to date and student learning outcomes are being met. Course revisions are also current and within the timeline. The Nutrition program meets the college mission of both transfer and vocational education. Our DSS program continues to grow as graduates find good paying jobs. We have been successful in articulating our NUTR155 class to SDSU and we hope to establish an ADT with SDSU soon. As the economy improves, we plan to expand by offering a Dietary Manager program. This training will give students higher compensation as well as meet job demand.

Strengths

- The Nutrition program has a very high level of productivity and efficiency
- Courses satisfy GE requirements: Nutrition 150 & Nutrition 153
- Articulation agreement with NUTR 155 and SDSU
- ADT with SDSU
- Only DSS program in San Diego & Imperial Counties, students get good jobs

Challenges

- Need to develop a general fund budget line item to provide on-going funding for Nutrition 116 lab.
- Need DSS Director release time, regular funding for food and supplies and a competitive salary for DCP instructors.
- Sister campuses are offering many nutrition classes with no Nutrition program, causes problems in advising students.
- Concern that Minimum Qualifications of nutrition faculty be upheld.
- Need to establish in which school the Nutrition Program will be housed.

External Influences

- With the state budget improving, the Nutrition program is reviewing current offerings and program needs to determine if additional courses/programs need to be added.
- The compensation policy in the district has prevented us from being able to offer a higher salary to attract top quality adjunct instructors.

- With the upcoming ADT, we'll need to offer a food lab class.

SLO Assessment and Implications for Practice

SLO assessment for both the Nutrition program and courses is in the process of being completed within the timeline. We are in the process of collecting data from adjuncts to complete the assessment of each SLO. This will be finished by the end of the spring 2015 semester. The data collected so far has shown that we are successful meeting our student learning outcomes.

Future Plans/Goals

- Continue strengthening the DSS program
- Develop Dietary Manager Certification
- ADT with SDSU
- BS in Nutrition at Mesa College

Physical Therapist Assistant

Program Overview and Description

The Physical Therapist Assistant Program prepares students for employment as a physical therapist assistant. The physical therapist assistant works under the supervision of a licensed physical therapist and assists in the provision of physical therapy services, such as electrotherapy, hydrotherapy, thermotherapy, soft tissue mobilization, therapeutic exercise and rehabilitation activities. The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Students receive an associate's degree upon completion of the program and are then eligible to take the examination for licensure as a physical therapist assistant. Students graduating from the program have a 100% ultimate licensure rate and 100% employment rate.

Strengths

The Physical Therapist Assistant Program provides high quality education to students that effectively prepares them for licensure and employment. Our program is highly regarded within the community and our students are actively sought for employment following graduation. Our faculty has significant experience within various specialties and provides the students with knowledge and skills that prepare them for their clinical rotations. The number of clinical affiliates has grown over the past few years as a result of the strong performance of our students, and the dedicated work of our Academic Coordinator of Clinical Education. The clinical rotation sites have varied specialties which provides our students with sufficient depth and breadth of experience to perform well on the licensure exams and gain employment within the community.

Challenges

Our program is very rigorous and is delivered within five semesters including prerequisites. While our program is highly regarded within the community, we do not have enough affiliated clinical sites to meet the needs of the students. Our program has two full time

faculty members and in addition to teaching they serve in the roles of program director and academic coordinator of clinical education as required by the Commission on Accreditation for Physical Therapy Education (CAPTE). Currently the two faculty members have .4 FTE that is split between them to meet their administrative requirements for accreditation. The amount of time allotted to meet these demands is not sufficient. As a result, there is a high rate of turnover for faculty within our program. In addition, our program has received information that CAPTE has approved a revision to the accreditation requirements.

External Influences

Our program has an outside accrediting agency which sets all of our standards and requirements. There is also a Physical Therapist Assistant (PTA) Advisory Committee which identifies the needs and concerns of our clinical affiliates and employers. Increasing the number of clinical affiliates has been a challenge as there are two doctor of physical therapy programs and one other PTA program in San Diego County and they also place their students in clinical affiliations. Finally, when we are successful in recruiting new clinical sites there seems to be a significant delay in getting the site approved by our district.

SLO Assessment and Implications for Practice

Program learning outcomes are assessed for each cohort as they graduate and course SLOs are assessed annually which allows us to track the performance of students within each course, as well as each cohort as they complete the program. Students are tracked after graduation to assess success on the licensure exams and their employment rate. This data allows us to improve the information and quality of education that students receive so that they may be successful within the workforce.

Future Plans/Goals

Our program needs to be re-evaluated and potentially redesigned to meet the new requirements set by the Commission on Accreditation for Physical Therapy Education (CAPTE) which go into effect on January 1st, 2016. Our program would like to have sufficient clinical sites to accept a minimum of 30 students into each cohort, and offer three continuing education courses per year to our affiliated clinical sites. We would like to purchase access to two web-based programs to maintain the program, clinical affiliation, and student records. These software packages meet the requirements that CAPTE has established and would decrease the administrative time required to administer the program and manage the clinical sites.

Radiologic Technology

Program Overview and Description

The Radiologic Technology (RADT) program is a 24-month long program that prepares and qualifies graduates to become nationally registered by the American Registry of Radiologic Technologists. Didactic, laboratory and clinical training includes operation of general and fluoroscopic radiographic equipment, exposing and processing images, radiation safety, positioning patients, ethics and clinical patient care. Graduates will have obtained California fluoroscopic and venipuncture training within the program. Currently, the admissions selection process is lottery based.

Strengths

The strength of the Radiologic Technology Program is the 100% pass rate for the National exam. The program is Nationally accredited with the JRCERT. Industry partnerships with regional healthcare providers. Expertise of Radiology faculty.

Challenges

Equipment costs and maintenance. Attrition rates due to inability to screen applicants. Difficulty recruiting faculty on college pay scale.

External Influences

JRCERT regulations. Accreditation standards. Private college competition. Clinical placement availability. Requirements to use Nursing Consortium for student placements.

SLO Assessment and Implications for Practice

External accrediting agency, JRCERT, dictates completion of data components for SLO and PLO's. Due to the dynamic nature of the field, the SLO's need to be reviewed annually to ensure they match with the changing industry.

Future Plans/Goals

1. Develop and implement Computed Tomography Course and Program
2. Develop and implement Mammography Course and Program
3. Develop and implement Magnetic Resonance Imaging Course and Program
4. Develop and implement Forensic Radiology Course

School of Humanities

Communications Studies

Program Overview and Description

External Factor: The dissolution of the TAG agreement for the communication discipline by San Diego State has been our most immediate and impactful external factor.

Strengths

Communication Studies (COMS) has a number of strengths. The department has focused its efforts on transferability and has avoided electives and boutique classes. Communication is a master discipline and as such has a direct connection to every aspect of human life. Students who take communication courses improve their interactions at work, home and school. Additionally, every concept learned in COMS can directly and instantly be realized in the student's everyday life. The co-curricular speech and debate team offers students the ability to further hone their communication skills through competitive speaking events. These events lead many students to state, national and even international competition.

Challenges

External responsibilities from the classroom has reduced the number of FTE teaching in the classroom. The removal of the TAG, the Associate Degree for transfer is becoming increasingly popular and the department must obtain more FTE to meet the needs of all students. The class caps in COMS 103 remain higher than is pedagogical sound—ten more per class than SDSU. The team still has several challenges including coaching, judging and significant paperwork issues. Finally, release time for coaches needs to increase so the team can grow and coaches have adequate time to prepare students.

External Influences

The most significant external influence has been the dissolution of the TAG agreement to SDSU. This means students must take the AD-T to better their changes to transfer to SDSU and this has a direct impact on the department as it triples the number of courses that COMS students must take to transfer.

SLO Assessment and Implications for Practice

The COMS department has almost completed the first assessment of all SLOs for all courses. Currently the department is considering data from COMS 170 (Small Group Interaction) and COMS 180 (Intercultural Communication). The department's SLOs align with the PLOs as well as the ILOs. The COMS department has exceeded all SLO goals and continues to have higher success and retention rates than the state average. The department has developed a six-year plan to maintain curriculum and SLO planning and assessment.

Future Plans/Goals

The COMS department is hopeful to gain new faculty members. This will allow the department to continue to grow and articulate new classes giving students more avenues to learn and to prepare for transfer. Additionally, as the communication discipline has grown and changed, the department looks forward to changes as well. For example, exploring more opportunities for classes in health communication (a new major at SDSU and a growing field). The department continues to look forward to expanding the speech and debate team and their opportunities so that they can continue exemplify the academic excellence of San Diego Mesa College.

English

Program Overview and Description

The Mesa College English Department is one of the large departments at San Diego Mesa College; under English we house Basic skills Reading and Composition; transfer level Composition, ESOL, Literature, Creative Writing, Journalism and Humanities. This Spring semester 2015, we are offering 261 English courses. We offer a comprehensive curriculum with 86 sections in Basic Skills Reading and Composition, 16 ESOL classes, 143 Transfer - level Composition courses, 8 Literature classes, 10 Creative Writing courses. Currently we employ 29 contract faculty who teach 43 sections. Our 92 adjunct faculty teach 218 sections. Roughly 80% of our classes are taught by adjunct faculty.

Strengths

Our strengths are that we are large, innovative, have a variety of areas of expertise, maintain a comprehensive curriculum, and that we are collaborative. For example, we have been active in reforming our basic skills courses for better student success. We developed English 47A that has proven to help our students move through their course work more efficiently, and have success at the transfer level. We are currently working to further streamline our basic skills curriculum by developing a pilot of the ALP model of accelerated basic skills. Our contract and adjunct faculty both take advantage of multiple opportunities for professional development. Adjunct faculty like teaching for us because we are supportive and innovative.

Challenges

With 92 adjunct faculty, it is challenging to have department wide discussions and norm processes for student feedback, or look at course materials/ texts together. 80% of our classes are taught by adjunct faculty who have very restricted office hours and limited office space. This lack of student support and adequate facilities greatly impedes student success. Our department has no building of its own and is frequently waiting to schedule classrooms in other disciplines' buildings, sometimes faculty cannot make it on time to their next class, which may be a mile away from their first class. We have a dire need for classrooms, but have less than adequate dedicated facilities. The EV classrooms have water damage, broken HVAC, limited bathroom access. Increased administrative work for contract faculty has limited their teaching.

External Influences

- Designation as a Hispanic Serving Institution
- Our recent granting of a Title V, Hispanic Serving Institution Grant
- Student Success and Equity Mandates from the State Chancellor's Office
- California State Legislation: ADT degrees for CSU; AB 86;
- Accreditation
- Changing population demographics
- Part of a Three Campus District with integrated course outlines

SLO Assessment and Implications for Practice

SLO assessment has been a challenge with so many adjunct faculty, but we are on track with our SLO cycle of assessment and evaluation. Implications for practice indicate that we need to have level specific, small group discussions about student work, review our ideas about college readiness, and communicate with our transfer institutions about how best to prepare students for student success after transfer.

Future Plans/Goals

Our English Department's future plans are to:

- Grow our Accelerated Basic Skills English 47 A course offerings
- Provide regular trainings for instructors teaching and interested in teaching Accelerated Basic Skills courses (3 per semester, 1 during summer session)
- Pilot an ALP course to bridge the gap from Basic Skills to Transfer English

- Make sure faculty are working closely with our Writing Center
- Work on Affective Domain issues with faculty
- Use meetings for teaching demonstrations
- More regularly look at student work together
- Meet with K-12 about Common Core curricular developments and college-level expectations
- Meet with SDSU about CSU expectations and implications of our ADT degree

Humanities

Program Overview and Description

The Mesa College Humanities Discipline is a highly successful academic discipline specializing in the study of the Arts and Ideas of human cultures and civilizations, both past and present, from a global perspective. We consistently have high load ratios (680 and higher), fill rates (90% and higher), retention rates (80% and higher), and success rates (65% and higher). Our faculty have developed a systematic process of integrating the curriculum process with the assessment of SLOs. The Humanities Discipline regularly offers up to 20 sections of 7 different courses, with each course being fully transferable on the Mesa GE, the UC-IGETC, and the CSU-Breadth lists.

Strengths

All of our courses are fully transferable on the Humanities GE lists of colleges and universities, strengthen students' Global Awareness and Critical Thinking, and consistently provide strong enrollment numbers for the college.

Challenges

Our major concern is to maintain full transferability of all seven of our Humanities Discipline courses, especially with the statewide push towards new transferable majors (ADTs) for all students.

External Influences

While students are attracted to our strong academic discipline, changing state regulations may impact our size and offerings in the future.

SLO Assessment and Implications for Practice

The Humanities Discipline has fully integrated its SLO plan with the curriculum review cycle. This allows us to assess our Critical Thinking and Global Awareness SLOs as we renew each of our courses' outline during the standard 5-6 year process.

Future Plans/Goals

We will work to maintain the full transferability of our course offerings, while adding new technologies (such as a document reader and a Blu-ray disc player) in our main Humanities

classroom (G-106). In addition, we will explore the possibility of offering Humanities Discipline Certificates of Achievement.

Journalism

Program Overview and Description

The Mesa College Journalism Program offers students the opportunity to gain extensive knowledge of the journalism industry through introductory courses and hands-on practical publication experience. The program has undergone extensive changes within the past few years, culminating in the creation and implementation of 3 different degrees and certificates, with our first graduates earning degrees in Spring 2014. 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. The Journalism program's curriculum continues to reflect current professional industry standards, as well as create new curriculum when warranted.

Strengths

The Mesa Journalism program showcases many strengths that allow for students to fully immerse themselves in the subject area with an enthusiastic adviser and freedom from administrative interference. These strengths include the use of industry-standard technology in the student newsroom, such as Mac computers and Adobe Creative Suite software. The program offers students hands-on practical experience in both our publication lab production courses and introductory courses that equips students with critical thinking skills and allows them to build skills necessary for future employment and/or transfer. We also offer our students opportunities outside of the classroom, such as attending workshops/conferences throughout the year. Our successful alumni are currently employed in the fields of journalism, public relations, and advertising, many of whom still reside and work in the San Diego area.

Challenges

The Journalism program excels in many areas, but there are several areas that could see improvement. This includes the need for additional adviser assistance and support in the form of a full-time program lab aide and the hiring of additional adjunct faculty. The program also needs to expand its offerings in terms of the number of sections of core courses offered each semester, particularly online and evening courses. Journalism students also need more support in the student services area, particularly counseling, where most counselors are not familiar with the program and often times guide students toward classes they are not yet academically prepared to take. In addition, the Journalism program needs to take a more active approach in marketing and promoting itself to not only existing Mesa students but also potential and incoming students.

External Influences

The program faces a variety of external influences, most notably changes within the industry that offer the perception that print media is dying and no longer a viable medium. In addition, budget limitations have affected the number of course sections offered each semester as well as the availability of the newspaper lab to students enrolled in production courses. The

Journalism AD-T gives students limited transfer options as currently, only nine CSUs accept it, the closest of which is in Orange County. The majority of our students majoring in journalism transfer to San Diego State. Finally, with no pre-requisites for any of the journalism courses, students often enroll even though they may not yet be academically prepared to take on these challenging courses, particularly those that emphasize writing as the primary learning activity.

SLO Assessment and Implications for Practice

Assessment for this accreditation cycle utilized the English Dept. SLOs. All courses were assessed at least one time during this cycle and were mapped and aligned with the Institutional Learning Outcomes. For the next accreditation cycle, the Journalism program will begin assessing new SLOs that are course and program-specific. This is due to the fact that Mesa now offers two degrees and a certificate in Journalism and it is therefore now considered to be a separate program. Journalism program SLOs and SLO assessments will be entered into Taskstream with the assistance of the campus SLO coordinator. This will be done on an annual basis to ensure compliance with accreditation standards.

Future Plans/Goals

The Journalism program has several future plans/goals. These include:

- Strengthening student success and retention by improving student lab access and instructional access through the addition of a lab assistant and new adjunct faculty
- Provide students field trip, workshop and conference opportunities
- Increase program visibility through the use of college publications and additional distribution channels for program publications
- Increase degree completion and transfer rates

Teacher Education

Program Overview and Description

The Teacher Education Program is an interdisciplinary Program that prepares students who wish to pursue a multiple or single subject credential. Since many of the courses in this program reside in divisions other than Education, they are not included in this program review.

Strengths

The program was developed in close collaboration with SDSU and other CSU colleges so closely reflects their curriculum. Although an interdisciplinary program, there is continual communication among the members of the Teacher Education Committee.

Challenges

There continues to be challenges in data collecting, since this program is interdisciplinary. In addition, it remains difficult to identify those students pursuing a single subject credential since there are no specific courses that draw this population together.

External Influences

There was encouraging news this year concerning the future of the teaching career in San Diego. Not only was there no mention of 'pink slips', San Diego Unified opened even more potential jobs when it offered veteran teachers a chance to retire with an enticing package. There already exists an acute substitute teacher shortage. Also, for the first time in years, Teacher Education enrollment at SDSU is up, both in terms of first time freshmen and transfers, with transfers from Mesa contributing almost 50%.

SLO Assessment and Implications for Practice

Each year the SLO from previous years is reviewed with the intent of ensuring that all SLO's are covered for the six year accreditation cycle, which involves communication and collaboration with Mesa's Teacher Education Committee. Significant findings in the program demonstrate the advantages of early communication and online resources. As a result of these findings, there is more emphasis on helping students get an early start on their field experience.

Future Plans/Goals

During this cycle, the Teacher Education Program has been focused on completing the Associate Degree for Transfer. To achieve this end, a Geology lab course has been created and launched into CurricUNET. Once finalized, this course will complete the state requirements for Liberal Studies and the ADT can be achieved.

In addition, to gain a better sense of the current teacher education population, a survey was created and distributed to all entering Mesa students who indicated an interest in a teaching career. The results will be analyzed for any program or curriculum changes that need to occur.

ESOL

Program Overview and Description

ESOL serves two main populations of ESOL students: First-generation immigrants and second generation students. Core program for Mesa students who are acquiring English as a second or third language for transfer or career opportunities will remain firmly in place as the backbone of our instruction to English language learners. Mesa serves students with courses to assist native speaker students who are bilingual and multilingual and who need assistance to meet core GE requirements for transfer and to be successful in various disciplines. Mesa will continue to provide ESOL instruction for UCSD's Basic Writing program.

Strengths

- Subject Matter Experts to advise students of appropriate level
- Retention
- Faculty outreach with continuing education to insure smooth transitions for students from non-credit to credit
- Effective means of administering challenges
- Maintain academic rigor to advance students to native speaker track

Challenges

Faculty of other disciplines will need more assistance and support to address the needs of these students and our ESOL program will continue to be crucial in this effort. The second generation, many of whom are bilingual or multilingual, have a different set of language needs. ESOL faculty and its program will need to be able to address both streams of students. Faculty of other disciplines will need more assistance and support to address the needs of these students and our ESOL program will continue to be crucial in this effort. Greater interfacing between Languages and ESOL to meet real world demand for students with fluency in two or more languages.

External Influences

- Much of the ESOL population are full-time employed and that is an influence on their success.
- Transition from non-credit to credit is a big change for students
- Children and culture
- Money-affordability of texts and tuition

SLO Assessment and Implications for Practice

No response.

Future Plans/Goals

- Retain Integrity of current program design
- Integrate Accelerated courses for those students who fit the need
- Strengthen Integrity as a program on campus
- Continuity and Innovation
- Better tracking and monitoring of prerequisite overrides
- Revisit placement and discuss plans for improvement/ subject matter experts

School of Mathematics and Natural Sciences

Accelerated College Program

Program Overview and Description

The Accelerated College Program continues to be a successful and noteworthy outreach program for the San Diego Community College District. We provide over 900 students in the San Diego unified School District the opportunity to take and earn anywhere from 3 to 21 units of college credit before graduating high school. Our program offerings continue to expand as we respond to the diverse needs of current and new partner high schools.

Strengths

Our program strengths are numerous and rest most significantly in the students that we serve. As outlined in our IE Data Analysis, our students have phenomenal retention and success rates all of which are consistent across gender and ethnicity. The opportunities

provided to students through our program are another source of the program's strength. The ability to earn college credit before graduating high school sets students on the right path for completing degrees in a timely manner. Exposing students to the rigors of college curriculum benefits the students as they not only get a head start on their educational goals but learn to adjust and succeed in college courses while still in high school. The majority of our students transfer our credits and enroll directly in four year institutions upon graduating high school.

Challenges

Our program challenges and external influences are inescapably coupled. Our biggest challenge is that of scheduling, not only in staffing our classes due to a need of more full-time faculty, but also in our need to integrate in to our partner high school's master schedule. Our faculty must deal with a range of issues that arise from teaching on a high school campus including schedule changes (i.e. fire drills, pep-rallies and state testing) and the sharing of classrooms with high school instructors. Our faculty are in the unique position of serving not only as instructor but counselor to our students and ambassador for Mesa College.

External Influences

We are also challenged by the technology infrastructure in the rooms which we are placed in the high schools. Some rooms are equipped with state of the art technology and others none, our instructors need equipment (laptops, projectors etc.) so that we can respond to whatever situation we are placed in and ensure a learning environment that will benefit and challenge students.

SLO Assessment and Implications for Practice

Our faculty are first and foremost committed to our students learning which is of course demonstrated by the numbers discussed in our IE Data Analysis. However, those numbers are reflective of a great deal of behind the scenes work. In particular 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. As our Course Level SLOs inform our progress on our Program Level SLOs, we ensure that our department continues to evolve, and move forward for the benefit of our students.

Future Plans/Goals

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

Program Overview and Description

Biology is the study of life. It is the most diverse of the natural science fields, providing students with an understanding of their place, as well as all other living organisms, within the world around them. The Biology program is a large, extremely productive department offering over 180 course sections to over 4000 students each year. Throughout the variety of different courses offered, the Biology program provides students with a base of knowledge covering topics from the molecules at the core of living things, cellular physiology (human, animal, plant and microbial) up through to the most complex organisms on land and sea, and puts it in an evolutionary and ecological context. Additionally, students gain knowledge to make informed decisions about their health and wellbeing, environmental problems, and applications of technological and medical advances. Our mission and vision aligns with the college's strategic directions and goals.

Strengths

Strengths of the Biology program include: (1) In demand course offerings that include general education, introductory and prerequisite courses, allied health-track courses, as well as major level courses in a diverse array of biological areas. (2) Biology faculty who are dedicated, highly trained specialists and are experts in their respective biological fields, able to effectively communicate with students to provide scientific literacy, and to prepare students for transfer, degree attainment and preparation for biological and allied health career fields. (3) Dedicated ILTs who maintain subject area expertise, historical levels of organization for course continuity, and are able to problem-solve to provide effective collaboration and support. (4) Our new facilities which provide for highly technical, and openly collaborative environments in which to effectively educate our students.

Challenges

Inadequate funding for hiring of new faculty, resulting in reliance on adjunct faculty, putting us further away from 75/25 ratio and challenges in finding highly qualified adjunct faculty semester after semester for many of our courses, including our highest demand allied health track courses. Impacted courses resulting in our being told to increase FTEF without any additional funding, or additional laboratory support staff. Increasing workload demands for faculty, especially department chairs resulting in increased stress, reduced workplace satisfaction and potentially reduced productivity. Arbitrary reduction in department supply budget, coupled with woefully inadequate supply budget even with any restoration of original funds, resulting in inability to purchase supplies needed to run our laboratories. All of the above challenges have, and will ultimately continue to affect student success and retention.

External Influences

In addition to the previously mentioned challenges, some of which are due to external influences, other factors that influence our department/program specifically include the strong demand for healthcare workers contributing to our highly impacted allied health classes, coupled with the budget cuts which did away with our summer courses. Now that some funding has been restored for summer course offerings, we are hoping that will decrease some of the impact on our fall/spring course offerings. However, it is a challenge for us to offer all of the

courses we have been told to offer without the necessary funding, which is completely inadequate to maintain our laboratories. Additionally, the hiring freeze, coupled with retirements has depleted our department of the full time faculty it requires, not just for the increase in course offerings, but also for the significant non-classroom demands placed on our faculty.

SLO Assessment and Implications for Practice

Biology program SLOs have been mapped to course offerings in the department and to ILOs. Types of measurements used to assess SLOs include written and practical examinations, and observation of technique by an expert. The results of 29 assessments in the last five years showed 27 that met or exceeded target expectations. Of the 18 courses offered regularly, 50% have assessed every SLO, while 50% have assessed some, but not all course SLOs. Faculty teaching those courses will finish assessment by the end of this assessment cycle (6/15). Going forward, faculty assigned to each course will be responsible for completion of SLO assessments according to a schedule.

Future Plans/Goals

Our goals are to ensure adequate contract faculty staffing for the department, beginning with the hiring of three full time faculty-one in the area of microbiology, one in the area of A&P/general biology, and one for microbiology/general biology. We also need to ensure adequate instructional support staffing for our laboratories through hiring of additional ILTs, and to ensure that our current ILTs are not performing tasks that are outside of their pay grade. This can come about through the hiring of an ISS position that is being requested at the school level. We plan on changing our current advisories of college level ready math and English to actual prerequisites, to help ensure student success. Lastly, but by no means least, we need our department's budget funds to be restored, and our budget funding to be increased to a level commensurate with the actual costs of doing business. If this does not occur, we will not be able to run our highly in-demand courses.

Chemistry

Program Overview and Description

Our program has 9 full time and 18 adjunct faculty members. The mission is accomplished by preparing students for transfer, employment, and responsible citizenship by testing their proficiency in communication, critical thinking, technology awareness, and personal and environmental responsibility. Our courses are highly desirable as evidenced by the over 100% fill rate year after year. We are now positioned for enlargement of existing offerings as well as expansion into areas that are considered to be more relevant now than in the past. The SLO analysis has been connected to program indicators and shows that our program is performing well. In summary, the analysis shows how well the program is doing with regard to the variety of students desiring our courses and hints towards possible areas for program and therefore college expansion.

Strengths

The chemistry program is very proficient at giving a diverse student population the resources they will need to succeed. This is accomplished, in part, with a highly skilled and diverse faculty

that attracts a large number of students of various backgrounds, state of the art facilities, equipment and includes a new more student oriented science building.

Challenges

The program has challenges in staffing, especially for the night classes, which has recently been exacerbated by long term leave. This has collateral effects and implications that result in an increase in faculty responsibilities. Also, this program has to resist pressure to increase the size of our well sought after classes in order to maintain the high quality and standards that the student population has become accustomed to. Lastly, the faculty will need to find ways to more evenly spread out the non-classroom workload that has ballooned in recent years and is due to, for example, SLO requirements, more global and comprehensive program review requirements, updating of lab manuals (that take a more environmentally friendly approach), incorporation of novel equipment, leadership appointments at the college and district level, etc.

External Influences

The chemistry program is influenced by externally imposed requirements and responsibilities associated with, for example, SLO analysis, irregular burden distribution created by program faculty who take on leadership roles external to the program such as those on campus and in the district, and pressure by student demand to increase class size. However, the lifting of the hiring freeze promises, in time, hope in elevating many of the above negative external influences.

SLO Assessment and Implications for Practice

Analysis of SLO data suggests, in general, that the program should continue what it has historically been doing to enjoy relatively large success rates as well as high GPA scores in our courses.

Future Plans/Goals

The program plans on maintaining the high quality courses students deserve. The chemistry program is ready, in some cases, to expand selections if called upon by the college to do so. The program plans to better distribute the non-classroom faculty load but this will take a maturation period for incoming and new members. The chemtech program, over the last few years, has slowly decomposed. However, with the influx of new faculty, new facilities and a better budget outlook, we are going to explore the possibilities of restoring the program to its former glory. For this, we will need faculty volunteers to regularly attend local American Chemical Society meetings. This will also require revival of two classes. Chemistry 161, Techniques in Biochemistry, and Chemistry 255, Inside the Pharmaceutical Industry.

Engineering

Program Overview and Description

Through the SDCCD collaborative support of the Pipeline Project it has committed to participating in the effort to increase the number of engineers graduated from local colleges. Consequently the Engineering Program promotes regional economic growth by adding technical

leaders who were enabled by their community college experience. Engineering education in San Diego promotes regional economic development by partially satisfying the employment needs of local high technology companies.

Mesa College currently offer a comprehensive core engineering courses that prepares students for transfer with full junior standing to four-year engineering colleges and universities in California and across the United States. This program is an integral part of Mesa's transfer mission and is highly respected by the four-year engineering colleges throughout California.

Strengths

The strengths of the program are that a seasoned full-time faculty member is teaching all the engineering courses and the complete mix of courses that are currently being offered. The faculty member's academic and professional commitment, background and expertise enable him to offer a first-rate program that in turn provides students with a learning environment that is comparable to those in local baccalaureate and four-year universities such as SDSU or UCSD, as well as private universities.

Challenges

Despite the many successes the Engineering program has achieved, the main challenge concerns the desperate need for adequate instructional lab technician (ILT) coverage. Only one full-time ILT position is currently available to cover numerous courses in three academic programs, including Physical Sciences, Physics, and Engineering. We need a second full-time ILT position to fully support these three programs over the 14 or more hours a day that our courses are being offered. The need for additional ILT coverage has become particularly acute following the move to the new Mathematics and Natural Sciences (MS) building, which includes a rooftop observatory. Having evening ILT support during evening classes and public outreach events held on the rooftop observatory is critical, both for safety reasons and to assist instructors with equipment issues in a timely manner as such issues arise.

External Influences

The main external influence affecting the Engineering program concerns the lack of adequate ILT support. Regarding funding for additional ILT support, discussions with various administrators, including the Dean of Mathematics and Natural Sciences, indicate that such funding is difficult to secure given that it is for non-instructional purposes. Our hope as a program is that with the improving economy, additional non-instructional funding will allow us to hire additional ILT support in the near future.

SLO Assessment and Implications for Practice

Program-level SLOs assessed for this 2014-2015 Program Review include the following five SLOs in place prior to our department's recent updating and revision of SLOs: (1) Personal Responsibility, (2) Critical Thinking, (3) Communication, (4) Technology Awareness, and (5) Environmental Responsibility.

The Program-Level Assessment Plan for Engineering involves three components, including: (1) reviewing course-level SLO assessment results for all courses, (2) comparing the results for

each SLO, and (3) drawing conclusions and generalizations applicable to the Physical Sciences program as a whole.

Future Plans/Goals

Short term visioning: As described throughout this program review document, the need for additional ILT support is desperate. Currently, the duties of our single ILT, including lab set-up/tear-down, equipment repair and maintenance, safety officer duties, and collaboration with department faculty, exceed his ability to carry out all of these tasks within a 40-hour workweek. Although available lab room space exists to expand the number of lab sections in program courses, this can't realistically be achieved until we have additional ILT support.

Long-term visioning: As a long-term visioning goal, we hope to offer additional sections of Engineering courses. This will depend on our ability as a program to secure additional FTEF in order to offer additional sections of various Engineering courses in the future.

Mathematics

Program Overview and Description

The Mathematics Department serves over 13, 500 students annually by providing a wide range of courses. Whether a student needs remediation or to clear a degree requirement or meet the needs of their major, the department has the course for them. Courses are offered in a variety of formats including 8 week and online courses. For those looking to just brush up on their skills, there are refresher course to meet the needs of students from pre-algebra through pre-calculus. The department continues to reevaluate the curriculum and make appropriate changes to reflect the needs of the students.

Strengths

The department is proud of its website which has been of great use to students, counselors and other faculty. It has information about the pathways available to students, the process for advancement exams and challenge procedures as well as copies of the syllabi for all current math courses.

Students wishing to obtain an AA/AS degree, certificate or transfer need at least one math course. The department is proud to supply all the required courses.

Challenges

With a load of over 700 and class caps of 48, the faculty is overwhelmed with the work necessary for teaching their classes. Hence if the department is to move forward with incorporating technology across the curriculum, creating a computer learning center to support all students and developing alternative pathways for through non-transfer level courses, there must be an increase in the number of faculty with technology expertise.

The additional faculty needs to include a statistician, a basic skills expert and one with knowledge of sophisticated software used in STEM industry work for the upper level students.

External Influences

There are changes in the state whose effect is unknown at this time. The K-12 core curriculum will change the needs and expectations of students coming to us in the future. The new C-ID process requires a review of the transfer level curriculum. The effect of a standard statewide placement test may also have ramification to our basic skills curriculum.

SLO Assessment and Implications for Practice

Although the SLO process has been a challenge, the department has been involved in several valuable discussions around the needs of students and the barriers to their success. As a result of some of these, the department is planning to implement more technology into the curriculum and to provide support for students who are struggling due to gaps in their prerequisite knowledge.

Future Plans/Goals

The department plans to continue offering a wide range of courses to accommodate the needs of all students. With the need to ensure students move through their remediation course work in a timely manner while retaining the mathematical integrity of the department, alternate pathways will be investigated. These will include a diagnostic component to determine appropriate placement and possible coursework to ensure success.

In addition, the use of technology to enhance the teaching/learning for all students is a key goal for the department. There are so many options for software that there is a need for new faculty with mathematics technology knowledge and experience to help guide the department.

Physical Sciences

Program Overview and Description

Physical Sciences is a multidisciplinary program promoting an appreciation for various disciplines such as Physics, Chemistry, Astronomy and Earth sciences by exposing students to various methodologies. The primary mission of the Physical Sciences program (including its general education courses in the disciplines of Astronomy, Geology, and Physical Science) is to provide curriculum designed to prepare students for transfer to higher-level institutions.

Strengths

Program strengths include:

1. Serving a large number of students
2. Strong student retention and success
3. Strong program efficiency
4. Multiple course offerings at varied times/days, in on-campus and online formats
5. SLO assessment up to date
6. Curricula up to date
7. Active outreach activities
8. Cross-disciplinary collaboration & support of other programs
9. New/improved infrastructure and equipment

Challenges

The main program challenge includes the need for additional instructional lab technician (ILT) coverage. Specific concerns related to the lack of adequate ILT support include an inability to add substantially more lab sections, safety concerns, and a lack of resources to devote to improvement of instructional quality.

External Influences

Three important external influences affecting the physical sciences program include (1) a lack of near-term funding to support an additional ILT; (2) purchase of instructional equipment for the recently developed Geology 111 course (The Earth Through Time); and (3) long-term funding to support future equipment replacement.

SLO Assessment and Implications for Practice

All five course-level SLOs in the physical sciences program have been assessed as of Spring 2014. Acceptable target achievements have been met or exceeded for all five course-level SLOs for all courses. Discussion amongst faculty revealed that assessment results were difficult to interpret in some cases. Therefore, course-level SLOs have been updated to include: (1) Critical Thinking, (2) Communication, and (3) Problem Solving. Program-Level SLOs have been assessed as well for the Physical Sciences program. They are the same as course-level SLOs, except that they are more broadly interpreted to apply to the program as a whole, rather than individual courses.

Future Plans/Goals

Program goals include (1) obtaining additional ILT support; (2) offering additional courses; and (3) developing a funding proposal for future equipment replacement.

Physics

Program Overview and Description

The physics program was comprised of five tenured faculty members and a lone instructional laboratory technician, but one of the faculty retired this year. It offers almost sixty course sections each semester with the assistance of dedicated adjunct and pro-rata faculty. While it offers a Certificate of Achievement as well as an Associate of Science degree, a large portion of the student population is planning on transfer to a four-year institution or applying to vocational programs in optometry, physical therapy and pharmacology, for example.

Strengths

The physics program prides itself on its support of the mission of Mesa College by developing students as scholars and critical thinkers who are able to clearly, critically and logically discuss complex societal issues. To this end program courses are in a continual state of refinement and revision, seeking the optimal balance of guidance and self exploration that allows students to master the core concepts. The program assists students in their growth as scholars and citizens. This robust learning environment is the result of dedicated faculty and staff that have

devoted themselves to the intellectual development of the student body. The success of the endeavor is reflected by fill rates hovering around 100% and anecdotal evidence that suggests students specifically seek out Mesa College for their physics education.

Challenges

Far more pernicious than the recent loss of a tenured faculty member is the chronic lack of program support staff. The impact is not immediately obvious for physicists are problem solvers and the program has developed way to compensate for the deficit, but the limit of accommodation has been reached.

Despite increased demand, the program finds itself unable to offer additional courses for lack of sufficient laboratory support. Additional consequences for this long term staffing deficit include lack of safety officer support for laboratory sessions, inability to comply with the district chemical hygiene plan and still remain functional, and an inability to innovate and develop new laboratory exercises. These issues have been raised repeatedly in program review after program review for over a decade, but the pleas have apparently fallen upon deaf ears. The situation has reached a tipping point with the move to the MSE building.

External Influences

There are a myriad of influences that are external to the physics program that have a direct impact on its performance. By far the greatest external influence has been the inability of the program to obtain adequate ILT support for the current course offerings, despite a decade of requests. Of course there are external factors such as the national, state and regional economies, for when the economy is in decline there is an inevitable influx of people seeking new skills. Trends in education have recently shifted the focus back to math and science and this certainly has an impact on course enrollments as well. The community college option is proving ever more popular as a way to offset some of the costs associated with obtaining higher education and there are large numbers of students seeking to complete their transfer prerequisites. All these factors combine to produce a program that is running at capacity, unable to accommodate increased demand for course offerings.

SLO Assessment and Implications for Practice

Turning to the student population, we find no significant changes over the past five years in any of the categories by which students are segregated. Gender, age and ethnicity of program participants show no changes for reasons well beyond the locus of control of the program. Equally slow to show changes are the success and retention rates in the various courses, though the recent trend in students taking on a heavy course load in order to meet a transfer deadline has started to take a small toll in the performance of the students as measured by success rates and GPA. Anecdotal evidence suggests that the desire to rush students through the education process is having a negative effect.

Future Plans/Goals

The program seeks a situation whereby it can properly accommodate the large numbers of students seeking instruction. In the short term, this involves hiring a tenure track faculty member to replace a recently retired professor. More importantly this requires *immediately* hiring a full time ILT to more adequately support the existing program courses. In the longer term, and

assuming adequate staffing levels are restored, updating the laboratory experience to reflect advances in technology will benefit the student population and maintain the program's reputation for excellence.

School of Exercise Science, Health Education and Athletics

Dance

Program Overview and Description

The Mesa College Dance Program offers a comprehensive curriculum designed to provide practical and theoretical training for students interested in a dance career. The core curriculum provides an excellent foundation in dance technique, choreography and performance skills. In addition, this program offers lower division theory courses to prepare students for transfer to a four-year institution as a dance major, teach in the private sector, and/or work in the dance performance or entertainment industry.

Strengths

The strengths of the Mesa College Dance Program emanate from the talented and dedicated faculty. Working as a team, we offer technique courses that train and educate our students from the beginning to advanced levels. We offer a comprehensive core curriculum, including theory and history courses that are required for the major, that prepare our students for matriculation to universities or the workplace. The excellent training, technical capabilities, scholarship, discipline and preparation of our students is widely recognized locally and state wide. All levels of courses are offered during the day and evening to provided access to all students.

Challenges

State mandated revisions to Title 5 regarding course repeatability has resulted in a significant challenge to the Dance Program. Challenges include creating and offering 42 new DANC courses, creating and mapping new SLOs and assessments, scheduling classes and striving to correctly establish class caps. Both contract dance faculty will retire in the next 3 years. We face the challenge of receiving approval to hire a new contract faculty position.

External Influences

State mandated revisions to Title 5 regarding course repeatability is an external influence that has had an extremely negative impact upon student enrollment and success.

SLO Assessment and Implications for Practice

Due to state mandated changes in Title 5 the dance curriculum was completely revised to include 42 new skill leveled courses. This required that SLOs and assessments had to be developed and mapped beginning in Fall 2013. This labor intensive endeavor has been completed for all but 4 courses. One SLO from all DANC courses has been assessed. In 2013 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. The development of SLOs and assessments for all the new dance curriculum are being developed with the same attention to sound pedagogical practice and implementation.

Future Plans/Goals

Future plans and goals include the approval and implementation of a new AA degree and CTE Certificates, the addition of Latin American Dance and Pilates courses, and the hiring of one new contract faculty member. Long term goals include the dream of the design, funding and construction of a Performing Arts Complex at Mesa College to include a state-of the -art theatre appropriate and open for performances by the Mesa College Dance Company.

Exercise Science

Program Overview and Description

The Exercise Science, Athletics and Health programs offer a diverse curriculum and a wide variety of movement experiences for the development of physical activity skills, knowledge, and fitness necessary for lifetime wellness; an adapted activities curriculum for students with disabilities; and an intercollegiate athletic program, which offers performance oriented students opportunities for competition.

The mission of the Exercise Science, Health and Athletics Program is to prepare students for professional opportunities in Exercise Science, Health, Athletics and related fields, to teach lifelong health, sport and exercise skills, and promote healthy lifestyle decision making for students. This is accomplished through the offering of a variety of exercise, health, athletics and theory classes transferable to four-year institutions.

Strengths

Our program strengths include our new Exercise Science Center to be opened in Fall 2015, quickly modifying our curriculum to meet new title five requirements, tremendous success in transferring student-athletes at a very high rate often with athletic and academic scholarship opportunities, and Health education which has performed well through funding cuts and changes in title five legislation affecting exercise science.

Challenges

Our greatest program challenge was brought up in the KPI data analysis section. Physical Education/Exercise Science courses have experienced a major shift for both program course offerings and student enrollment with the impact of recent title five legislation on course repeatability. Another challenge has been meeting the needs of the students in facilities that desperately need renovation and/or rebuild. Our long term vision is to create a lasting environment for sustained quality improvement of learning for students for the next fifty years. We have also lost a number of faculty positions to retirement. We would also like to increase the number of degrees and certificates awarded. One way we can immediately improve this area is hiring faculty for our Personal Trainer Certificate Program.

External Influences

The greatest external influence affecting Exercise Science is the impact of title five repeatability limit legislation on exercise science courses. The health of the economy and the State of California's investment in education with undoubtedly continue to influence our college and program. The number of sections and enrollment has declined considerably during the period of the great recession. Growing national fitness trends in response to increased obesity rates has created an opportunity for our program to produce certified fitness specialists/personal trainers to assist the community in their personal health goals.

SLO Assessment and Implications for Practice

The School of Physical Education changed names to the School of Exercise Science beginning Fall 2014. Changing titles required the faculty to review all courses currently offered and revise courses as necessary. Additionally, faculty determined that 75 new courses were needed for student enhancement and success. All courses both old and new created, added, deleted or revised SLOs. Exercise Science currently offer 193 courses. 190 courses have identified SLOs and have aligned those SLOs with both Program SLOs and ILOs. 21 courses have completed assessments and have reported into TASKSTREAM all SLOs. 21 courses have been completed and need to be reported into TASKSTREAM. Assignments have been made for Spring 2015 to complete all other assessments with a goal of May 1, 2015 reports into TASKSTREAM.

Future Plans/Goals

Our program has a general goal of increasing the number of Exercise Science degrees/certificates awarded. In support of sustained quality learning for our students, we have several goals and needed resources to meet this objective including: Build a New Aquatics Facility, Diving board replacement, Pool Deck Resurfacing, L100 Renovation/Rebuild, Swimming Touchpad Replacement, Build A New Fence For The Women's Softball Field, Upgrade Of Present Basketball\ Volleyball Gym, Purchase Of Equipment To Upgrade Training Room, Construction of Sand Volleyball Pit(s), Equipment Upgrade\Replacement For Indoor Volley, Equipment And Facilities Upgrade\Purchase For Tennis Programs, Purchase Of Equipment To Upgrade Area Utilized By The Women's Athletics Equipment Manager, Upgrade Of Women's Locker Room, Equipment Purchase\Upgrade For Cross Country\Track And Field Programs, Hire Personal Trainer Certificate Program and Health Faculty, and Personal Trainer Certificate Program Purchase of Equipment.

School of Social/Behavioral Sciences and Multicultural Studies

Anthropology

Program Overview and Description

Anthropology is the study of what it means to be human, with a worldwide perspective and a time depth of millions of years. It encompasses five subfields of cultural anthropology, biological anthropology, archaeology, linguistic anthropology, and applied anthropology. 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

transfer and/or careers involving social interaction and policy (EG, business, education, environmental protection and cultural resource management, health, law, religion).

The Mesa College Anthropology Program offers 11 (soon to be 12) courses which cover much of the breadth of the field and transfer to public and private colleges and universities.

Strengths

Anthropology classes fill, our students do well, they apply their classes to GE requirements, they come back for more, they successfully transfer. Our introductory classes are consistently high demand. We develop new courses based on student demand and faculty interests. We have a dedicated faculty, and through them we have connections to local and international universities, museums, and research projects. Anthropology is interesting to students because it examines hot topics (ancient civilizations, Ebola and emerging diseases, DNA, ethnic conflicts, anthropogenic effects on our earth). Anthropology is important because it teaches students to appreciate their "human-ness" and their place in the biological and cultural continuum. With an emphasis on global awareness, personal responsibility, and critical thinking, our classes prepare students for a variety of work situations.

Challenges

Now that we have new faculty and a new building, our challenges are fewer. They include: meeting the needs of a diverse student body, scheduling to meet their demands, retaining them throughout the semester. We are constantly updating and revising our class material to keep it current and relevant. We want to develop internship and field opportunities for our students, locally and abroad. We need to mentor two new tenure-track and our many adjunct faculty. The lead anthropologist is currently serving as acting dean. We need to track our majors and coordinate with UCSD/SDSU about what their programs have to offer our students. We need to inform students about the value of a degree in anthropology and guide them to related careers involving social interaction and policy (such as business, education, environmental protection, health, law, religion, cultural resource management).

External Influences

Something as simple as insufficient student parking can affect enrollments and retention. The new enrollment priorities also seem to be having an effect on registration and we do not yet understand the patterns.

As the economy has picked up, enrollments have dropped, as seen in Anthropology and the College as a whole. That same economic upswing and the benefits of Prop 30 have allowed us to hire new faculty and purchase needed equipment and supplies. It is quite the balancing act!

As we begin to develop internship and fieldwork opportunities, we will need to coordinate with local, state, and international agencies, which might prove challenging.

The job market for anthropologists as such is not robust, but the knowledge and skills acquired in our classes translate into a variety of other careers.

SLO Assessment and Implications for Practice

Anthropology has four program-level outcomes (critical thinking, communication, global awareness, personal actions & civic responsibilities), and each of our classes uses the same ones. These are mapped to the ILOs.

We expect to have all four assessed for each of our eleven courses by the end of 2015. Thus far, nearly every class has met the 80% benchmark. In most cases, students who failed to grasp the particular SLO failed to complete the assignment, which is a problem that we need to address. Since students have been assessing well, we have made no major changes to our instruction methods and content, but we are making more of an effort to dialogue about learning outcomes with our students. Our new classroom and lab facilities allow instructors to give students more hands-on experiences.

After this assessment cycle is completed, we will re-examine our PLOs and their operational definitions to see if they still work for us.

Future Plans/Goals

Anthropology's vision is to provide the total anthropological experience for our students and thereby boost the number of degrees awarded. To that end, our goals include:

Develop an Archaeology certificate; Organize an Anthropology Club; Develop ethnographic and archaeological internship and fieldwork opportunities both locally and internationally.

We are already at work on all of these goals, and our new faculty are developing new courses accordingly. Our greatest need is time to investigate/research and engage in thoughtful conversation in order to implement these goals.

The Anthropology Club began in Fall 2014 and already looks strong. They won a prize for best club booth at Fall Fest.

Architecture

Program Overview and Description

The Architecture Program is designed for those who plan to enter a college of architecture or engineering or who desire employment in architect's or engineer's offices.

The Landscape Architecture Program is designed to train individuals to have employable technical skills related to professional landscape design development, or to prepare those who plan to enter a college of landscape architecture.

The goals of the program are to assist students wishing to transfer to university programs in architecture and landscape architecture leading to Bachelor of Architecture or Landscape Architecture degrees, Bachelor of Arts or Science in Architecture or Landscape Architecture degrees and Masters of Architecture or Landscape Architecture degrees and for students seeking employment in professional design offices.

Strengths

Our relationship with the AIA and the ASLA that has allowed us to assist students when seeking employment and/or internships.

Working closely with architecture and landscape architecture programs throughout California and the west to develop and maintain strong articulation agreements.

The Memorandum of Understanding with Woodbury University's accredited Architecture Program which allows our students guaranteed entrance to Woodbury as third-year students in the five-year professional degree program.

Exceptional faculty, a majority of which maintains or is employed in design offices which in turn allows for a direct connection between the teaching and practice.

Cutting edge of computer technology and the application of said technology to the Architecture, and Landscape Architecture curriculum.

Faculty participation as guest speakers, critics and panelists that establishes a strong connection with the professional community.

Challenges

The Program has only two tenured professors, both in Architecture. We will be hiring a new tenure-track faculty member for the Fall Semester 2015.

Lack of awareness of the Landscape Architecture component of our Department creates significant challenges in the areas of student recruitment, campus awareness, accurate student educational and career counseling, job shadowing, internship possibilities, and prospective student employment.

Updating and/or replacement of the hardware employed by the program.

Lack of a stable funding source for the hardware and software required to maintain and expand the computer technology essential to our Program.

Updating and/or replacement of the large-format printers as they become obsolete.

Our ongoing commitment to train students and faculty in current and emerging 3D model building methods.

To maintain and enhance faculty expertise through travel and continuing education.

External Influences

While the State has dealt with the ongoing budget crisis 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.

The economy until recently has been greatly depressed. A recovery is slowly starting to develop especially in the area of housing. Past experience has shown that when the economy improves, there is a pent-up demand for well trained personnel in our industry.

BIM is the industry standard for the majority of design offices today. It is essential that we maintain current BIM software to successfully train employable students and to keep and recruit qualified faculty that are familiar with this software.

Currently, we have highly qualified faculty teaching all aspects of the Architecture components of our Program. Maintaining a proper balance of qualified tenured and adjunct faculty is essential to the future of the program.

SLO Assessment and Implications for Practice

The following should be noted with respect to the Architecture Program-Level SLO Assessments:

The assessment process began in 2010.

The first two SLO's to be assessed were ***Critical Thinking*** and ***Communication***.

Those assessments have been inputted into Taskstream.

As of the Fall Semester 2014, the final three SLO's have been assessed; ***Self-Awareness & Interpersonal Skills***, ***Global Awareness*** and ***Technological Awareness***.

We are inputting the remainder of the Architecture Program SLO's. We will complete that process before or by the end of the **Spring Semester 2015**.

Our Summary of Findings have found that we are exceeding Acceptable Target Achievements. Therefore, we see no changes in basic instruction or assessment.

Future Plans/Goals

Develop a pre-professional program leading to a Bachelor of Arts degree in Architecture.

Strengthen the academic and career technical skills of students through integration of the technical and non-technical components of our program.

Provide students with a strong experience in, and understanding of, all aspects of the profession.

Develop, improve, or expand the use of technology in academic, vocational and technical education.

Initiate, improve, expand and modernize academic, vocational and technical education programs.

Strengthen and expand the academic and career technical skills of students.

Hire additional tenure track faculty.

Establish Landscape Architecture as a stand-alone program.

Continue to provide our faculty members with the means to enhance their understanding of emerging trends in the profession through travel and continuing education.

Black Studies

Program Overview and Description

Despite significant changes in BLAS this last year, our program continues to meet & exceed institutional mandates & district requirements in servicing the needs of our students. This includes continued professional development training that supports improvements in practitioner practices for greater alignment of student-centered learning spaces and innovative teaching & learning strategies are used to promote, maintain & expand cultural congruency across the curriculum & department programming. These efforts forge connections required to achieve student agency through increased self-efficacy, self-motivation & resiliency. The resulting increased knowledge of self develops invaluable critical thinking, independent research & communication skills.

Strengths

Community partnerships via former BLAS grads, civic & business community members have secured a minimum of 10 internship opportunities for BLAS Roots Scholars beginning 2014-2015. Our student-centered instruction creates a sense of belonging enabling students to personalize their educational experience. This includes use of varied epistemological & pedagogical approaches that offer a wider range of applied, alternative research & experiential learning activities. As a result, our collaborative faculty engagements (w/self & students) provide role modeling & meaning making during the discovery & reflective learning process. This enables students to bridge & build stronger inter-peer relations thus developing a balanced holistic learning experience. Lastly, to date all BLAS courses offer options to meet some Assoc., CSU &/or IGETC G.E. pattern requirement.

Challenges

Resource support for innovative learning activities & experiences is essential to engaging learners more effectively. As such, BLAS has successfully engaged Roots Scholars w/ clean water learning projects & organizations like Water for Children, Africa. These efforts culminated in an invitation to N.Y. by UN Principle Advisor, Eric Kashamuzi to speak on these & other issue at the U.N. next Fall. Resource support to maximize this and other opportunities need to be resumed.

Additional sections of varied core courses are needed to accommodate timely completions of student education plans. Lastly, in the LCOM we see that millennium student have different needs & learning styles requiring different teaching approaches & technology integration within the learning process. We are re-mediating some structures to meet that need.

External Influences

Despite institutional efforts to improve inequity in classroom dynamics, inequities persist in artifact documents (i.e. catalogue) where well established articulated equivalent BLAS U.S. History courses (140A & B), fail to be identified in Liberal Arts S.S. degrees as core options for degree completion yet Chicano Studies is. Continued unauthorized changes of discipline designator assignment are being investigated w/continued discourse. Joint counseling project to improve SSA completion among minoritized students most likely to be impacted by its re-prioritizing enrollment status, is being finalized for Fall 2014 implementation. BLAS faculty stay current & connect students to discipline global awareness & scholarship through events like 60th Anniversary Conference of Japan Black Studies Assoc. Submission process needs to be more user friendly w/PCs which prevented complete submission of all reporting areas by requested deadline.

SLO Assessment and Implications for Practice

All BLAS SLO assessments conducted for this six year cycle have been administered. However, analysis for four remaining SLO's (Technology, Communications, Self-Awareness/Interpersonal Skill, and Personal Actions/Civic Responsibility) have yet to be placed into Taskstream. Currently, approximately 27% of BLAS faculty integrate extensive use of technology (i.e. blackboard) into course curriculum. Additionally, 93% of students expressed having gained a greater sense of civic responsibility & personal action resulting from course content & activities. Reductions in tenure faculty support have contributed to delays in assessment processing & data reporting for program review. Therefore obtaining addition tenure track faculty is critical to meeting these important program needs.

Future Plans/Goals

Our primary goal is to complete current efforts to hire a much needed tenure track faculty member. This brings support for increased curriculum development identified in 2013-14 which includes offerings of BLAS 115 to future schedule rotations. Note: To date, five articulated & well established BLAS courses (125, 140, 140B, 165 & 175) were successfully integrated into 10 additional G.E. pattern areas. Our Fall 2014 proposal for an African American designator reviewed at the ASCCC Fall Plenary was well received & we anticipate approval at the 2015 Spring Plenary. Future expansion activities included increased community partnerships w/creative & cultural industries (via BLAS grads, civic & business community organizations), which to date have identified a minimum of 10 internship opportunities (paid & unpaid) for BLAS Roots Scholars beginning 2014-2015.

Building Construction Technology

Program Overview and Description

The Building Construction Technology Program is designed for students who desire to work or continue studies in Construction Management, Inspection, or related construction fields.

Strengths

- Collaboration within the Department

- Professional relationships maintained by faculty
- Engagement and experience of faculty in construction industry
- Accessibility of faculty
- Strong demand for courses and student success
- Diversity of students

Challenges

- Faculty hiring
- Travel and continuing education
- Rapidly changing institutional environment
- Maintaining and fostering diversity
- Political and economic instability
- Age of current faculty

External Influences

- Regulatory environment
- Economic factors
- Evolving technology
- Changing demographics
- Social issues

SLO Assessment and Implications for Practice

SLO's will be completed Spring 2015 and data entered into Taskstream. Data gathered to date indicates acceptable levels of performance per accepted metrics.

Future Plans/Goals

1. The vision of Building Construction Technology Program is to be a competent source of construction managers, inspectors, concepts, and environmental responsibility through learning, engagement and discovery partnerships with business and industry. (Short-term and long-term vision)
2. Forging effective interdisciplinary and collaborative partnerships in the Department that create models for such endeavors (Short-term)
3. Partnering with public and private enterprise in the community as a model for serving common objectives (Short-term)
4. Creating and delivering degree programs in applied construction through learning, discovery, and engagement that draw community attention to their outcomes. (Long-term)

Chicano Studies

Program Overview and Description

Forty-four years ago during the fall of 1970, the Chicano Studies Department at San Diego Mesa College began offering classes. The field of Chicano Studies has followed a tradition of interdisciplinary, raising student awareness of the world around them and linking the College to

the diverse Latino communities in the United States. As an interdisciplinary department, we offer students the opportunity to major in Chicano Studies (A.A.) with courses that explore the Chicana/o experience through the disciplines of history, literature, comparative literature, sociology, cultural studies, women's studies, ethnic studies, and more. Our course offerings enrich all Mesa student educational tracks and all our courses fulfill multiple IGETC and CSUGE requirements.

Strengths

The Chicano Studies Department addresses the central areas of the College mission: programs which lead to an Associate Degree and/or Certificate, lower division curricula in arts and sciences that transfer to baccalaureate institutions and programs that prepare students in careers and promote the health of the regional economic community. Chicano Studies is dedicated to promoting and carrying out the work of furthering GE, Associate Degrees and transfer education; basic skills, student services, co-curricular activities, and career development. The department stresses critical thinking and analysis with a focus on SLOs.

Challenges

The data reinforces the Program Review report findings that the Chicano Studies Department maintains a high level of productivity and efficiency with regards to its departmental course offerings. If the department had more resources (including faculty release-time and other broader institutional resources), then we would be able to expand on the mission of the department in connection to the community college. This could include expanded Service Learning opportunities for students, creation of regular honor courses, community guest speakers/events linked to courses, expanded community partnerships and projects, and other curricular expanding and student-centered efforts. The challenge for the future will be how to sustain our department's active college-wide curricular related services across the campus and as the workload to implement student success activities continues to increase.

External Influences

Students, faculty, staff, administration and the community worked to create one of the first Chicano Studies Departments in the country at San Diego Mesa Community College in 1970. Over the decades, the department has reached out to the community to partner on many student success efforts linking campus-based resources and efforts beyond the campus and into the San Diego region. This program review provides a detail overview into the ways that the department has led efforts that demonstrate the important role of community outreach and private donor partnerships to the work of the Chicano Studies at San Diego Mesa College.

SLO Assessment and Implications for Practice

As reflected in the Chicano Studies Department SLO courses and activities map, the department is on track to have all courses assessed for SLOs within the six year accreditation cycle. Each semester, faculty from all courses conduct SLO assessments in their respective classes. This data is then collected and inputted into Taskstream. The SLO outcomes are discussed at the regular department meetings and shared with faculty to compare information across the curriculum. The most common finding is that the vast majority of students meet or exceed the assessment in Chicano Studies courses. The faculty have found that there is a continued need by students to have greater access to campus-wide resources that directly

support their success. The resources include more access to tutoring, the LRC, the writing center, faculty, campus-wide diversity events and programs, and multicultural spaces on campus.

Future Plans/Goals

Short-Term: 1. Raise awareness about our AA Degree, 2. Upgrade Facilities (G-107 and G-103). Long-term: 35% and growing Chicano/Latino student at Mesa College and 38% SDCCD. Hiring new tenure-track faculty in Chicano Studies is the most important long-term investment.

Geography

Program Overview and Description

The Mesa College Geography Program has undergone major changes since last year's program review. Starting with the Fall 2014 semester, a second full-time faculty member, Dr. Waverly Ray, has joined the program; however it is still too early to determine what specific impact this additional new faculty member will have on the program. In addition, in late September 2014, the Geography Program relocated into the new SB building. With this relocation, the Geography Program for the first time has a dedicated laboratory with computer-equipped student stations and a laboratory prep/work/storage room. These will hopefully result in better laboratory exercises and a more fruitful learning environment for our students.

Mesa College has been designated as a Hispanic-Serving institution. The Geography Program has done its part in this respect by increasing the retention rate of Hispanic students over the last ten semesters from 80% to 86% and the success rate from 54% to 58%.

Strengths

The main strength of the Geography Program has been, and continues to be, its faculty. The program presently has one senior faculty, one junior faculty, one emeritus faculty and three adjunct faculty (two of which have been with the program for many years). The dedication and combined experiences of all the faculty members makes the Geography Program what is and serves to enhance our students' learning experiences.

Challenges

The major challenge will be mentoring the new junior faculty member so that she may eventually take on some of the ever-increasing administrative responsibilities involved with the program.

External Influences

The improving national economy has resulted in a down turn in enrollment, i.e. students rather work and earn money than to go to school. This is neither unique to the Geography Program nor to Mesa College but is nationwide. As such, it is an influence beyond our control.

SLO Assessment and Implications for Practice

The Geography Program is on schedule with respect to SLO Assessments. Of the SLOs assessed, all geography courses have achieved their goals so no modifications are deemed necessary.

Future Plans/Goals

The future plans/goals of the Geography Program are to make full use of the new computer equipped laboratory in the SB building, mentor the new junior faculty member, and plan for the eventual transition of the senior faculty member into a reduced workload position.

History

Program Overview and Description

The History Program has a strong foundation in the breadth of its curriculum and its well-trained and committed faculty, who are dedicated to promoting student learning and academic success.

We generate resources for the college, with our Load figures that consistently exceed the District target. Our success rates are approaching the college average, which is notable, given that most students enroll in our basic US and world history survey courses reluctantly, a measure of their unfamiliarity with the history discipline. In our planning, we attempt to balance shifting student demand/enrollment with our scheduling.

In Spring 2015, we are screening for two new US historians.

Our single new goal--and one which is essential to the viability of the History Program--is the hiring of an assistant professor assigned to teach World History.

Strengths

- Excellence in our faculty ranks, measured by educational background/expertise, commitment to effective teaching upholding high standards, and service to the department, college, district
- Full array of transferable courses, providing students breadth and depth in lower-division history curriculum
- Great teaching facility, room availability depending.

Challenges

- Our faculty is top-heavy in the professor rank, with no junior faculty coming up through the ranks to be mentored, before they inherit the keys to the realm. We urgently need to hire a historian in World History.
- Our FTES is fluctuating soft, reflecting employment trends and some policy fallout (ADTs, with low unit-to-degree limits), which discourage students pursuing the liberal arts, whether for majors or breadth exposure.

- Insufficient numbers of Basic Skills English course sections relative to demand impacts the performance of the high percentage of students in history courses who struggle with reading comprehension and writing skills, when they are unable to enroll in the courses necessary to remediate their inadequate pre-collegiate training.

External Influences

- Soft economy: expanding use of part-time employees in the service industry means students may not have time blocks conducive to college-level study.
- Policy environment: ADTs limit/discourage students exploring disciplines beyond the prescribed educational plans, which impacts decisions on resource distribution supporting our curriculum
- Perennial battles for state funding of the California Community Colleges.

SLO Assessment and Implications for Practice

Our SLOs--critical thinking, communication, global awareness, personal actions & civic responsibility--are appropriate to our discipline. All our courses will have been assessed by May 2015. To date, we have exceeded our high standards. We will continue to strive for excellence in the teaching and learning relationship. SLO assessments reveal no areas requiring corrective action.

Future Plans/Goals

- Our principal goal is the hiring of an assistant professor in the field of World History. This will allow us to mentor a faculty member who eventually will be core to the program and multi-disciplinary department, as the current senior faculty retire, over the next years.
- We also plan to monitor carefully enrollment trends, given the changing employment market for students and policy environment (e.g., ADTs, funding) that affect students at Mesa.
- We will continue to work to encourage students enrolling in response to the college being a federally-designated Hispanic-Serving Institution.
- We hope to nurture enrollment of the growing senior citizen population.

Interior Design

Program Overview and Description

The Interior Design Program offers a comprehensive and professionally relevant curriculum. It includes technical knowledge and skill, creative problem

solving, environmental applications, critical thinking and professional practice. The program is Accredited by the National Kitchen and Bath Association

(NKBA). The AS degree is recommended for students planning to take the National Council for Interior Design Qualification (NCIDQ) exam or the California Council of Interior Design Certification (CCIDC) IDEX exam. For more information on the program, career applications, and suggested course sequence, visit our website at www.sdmesa.edu/interior-design.

Strengths

The Interior Design Program continues their excellent reputation in San Diego. Interior design firms, architectural firms with interior design divisions, and showrooms for interior products hire our students and graduates. These businesses often contact our faculty to request that our students and graduates apply for positions. For example, our student graduates have been hired at commercial design firms specializing in office tenant improvements, architectural/design firms specializing in educational complexes (such as Mesa College's Design Center and the new Social Behavioral Sciences Building), a design firm specializing in yacht design, model home design firms, hotel design, contemporary design furniture showrooms, a lighting design showroom, and many high end residential design firms including those that specialize in kitchen and baths. In addition, many of our graduates begin their own design firms after gaining experience.

Challenges

The full-time faculty member and program coordinator of the NKBA accredited program has been the only full-time faculty member for the past 1.5 year and will be retiring 5/ 2016. A new full-time faculty has just been hired and is teaching this semester. It is an understatement to say teaching between 15 - 20 hours a week, completing two year curriculum cycles, coordinating a nationally accredited program with it's required reports and deadlines, completing SLO's, Program Reviews, maintaining the Design Center facilities, advising a very active Mesa Interior Design Club, and advising continuing and new students is overwhelming without release time. We need a new full-time faculty member, conference funds, computer upgrades and clerical help.

External Influences

The economy continues to be a major factor in the success of graduates procuring employment in the field yet the outlook has been very promising for the past year. Many of our graduates were recently hired full-time after completing their internships. The Interior Design Program is accredited NKBA which has annual requirements. There is debate in the profession regarding who IS an Interior Designer what and how much education is necessary to enter the profession. The CC's have been educating interior designers for many 40+ years and graduate thousands of designers who enter the workforce or transfer and become successful Interior Designers. The community colleges have seen some national organizations as creating barriers to entry rather than actually 'raising the bar'. We have been fortunate that the CCC system has been supportive of alternate educational credentials and expanded AS Degree programs for many CT Programs such as Interior Design.

SLO Assessment and Implications for Practice

The Interior Design Program has identified five SLO's and assessed every course in the six year cycle. The Program SLO's were analyzed this final year of the six year cycle to see if they met the needs of the program, understand how they could be mapped to the ILO's, and how they might be changed in the next cycle to make the mapping and assessing more integrated to the ILO's and into Task Stream. The Program SLO's will be modified and updated the next cycle to more closely align with the ILO's. It will make the process of analyzing the information that is being gathered from the individual course outcomes easier to analyze, make general conclusions, and see if we are giving the students what they need to be successful.

Future Plans/Goals

Interior Design program envisions a renewed vigor with the addition of a second full-time faculty member. The program envisions a tighter link to the design community in San Diego since there will be more time for professional meetings and activities related to the field. This extra involvement will strengthen Mesa's reputation as a leader in San Diego Interior Design education. This visibility will provide more contacts for potential student internships and places for their employment upon graduation. Interior Design Program is poised to become a Bachelor Degree granting program. Goals included continued upgrades of computer hardware and software, release time, and clerical help.

Philosophy

Program Overview and Description

Philosophy is the practice of developing the skills and strategies for answering fundamental questions about human existence. Philosophers analyze the concepts through which we acquire knowledge of reality and in terms of which human actions and practices acquire value and meaning. Students are exposed to both the history of discussions of these topics as well as contemporary treatments in order to foster an understanding of how these discussions are related to contemporary life. Philosophers use reasoned argument to evaluate beliefs, focusing especially on what evidence there is for a belief, whether it fits well with other beliefs or contradicts them, and whether we can prove it or disprove it.

Strengths

We offer a very broad range of courses, broader than any other Community College campus in San Diego County: Our courses offer a variety of topics within introductory (GE) Philosophy from basic intro courses (Logic as Critical Thinking, Introduction to Knowledge and Reality, and Introduction to Values) to three different History of Philosophy courses, Symbolic Logic (required by Computer Science), Asian Philosophy, Reflections on Human Nature, Perspectives on Human Nature and Society, Issues in Social Philosophy, Philosophy of Religion, Philosophy in Literature, Philosophy of Science, Philosophy of Women, Philosophy of Gender, and Philosophy of Art. All courses are transferable, and accepted under the ADT in progress, either as A or B Courses. The average Load for 2013-2014 was 678, the retention rate for 2013-2014 was 86%, and the Fill Rate was 89% for 2013-2014. The average load in Philosophy was significantly higher than the SDCCD benchmark of 575 in both 2012-2013 and 2013-2014.

Challenges

Because of a lack of contract faculty, we are experiencing the following challenges: In Fall '14 we had to cancel Phil 112, because we couldn't find an adjunct who could teach the course. Phil 112 ties in with the Math and Sciences courses at Mesa. We are also not able to offer three essential History of Philosophy courses because the contract faculty member who used to teach them has retired: Phil 103 (History of Philosophy) Phil 104A and Phil 104B (Ancient, Medieval and Modern History of Philosophy). While all our completed, scheduled SLOs are exceeding the target, and have been assessed and passed, we have not been able to complete the SLOs for Phil 103, Phil 104A and Phil 104B due to loss of contract faculty. We have no contract faculty member who can preside over/sponsor a Philosophy Club. We have no Distance Ed courses in Philosophy offered in Fall semesters. Evaluations of several adjunct professors have been delayed until subsequent semesters.

External Influences

The American Philosophical Association has been highly influential for the contract faculty at Mesa. Their official Statement on the Teaching of Philosophy reads (in excerpt), "Teaching and inquiry are inseparable in philosophy...Philosophical education involves far more than imparting of information about figures and developments in the history of philosophy, training in the latest techniques, or of getting students to learn the correct answers to philosophical questions, or even teaching them about alternative possible answers to these questions. The development of an appreciation and grasp of philosophical methods, issues, and traditions is an important part of it; and another is the cultivation of students' analytical, critical, interpretive, and evaluative abilities in thinking about a variety of kinds of problems, historical texts, and issues, both "philosophical" and commonplace. "

SLO Assessment and Implications for Practice

The SLOs in the Philosophy Program are on schedule. All courses have been assessed, passed, and entered according to the schedule with the exception of Phil 103, Phil 104A and 104B which have not been taught recently. With the exception of those three courses the targets are exceeded, representative samples of students have been assessed, and no further action is necessary. We are set to complete all SLO assessments, meeting the outcome goals set by the Philosophy faculty for all areas except the three mentioned above, in the areas of "Critical Thinking," "Communication," "Personal Actions and Civic Responsibilities," "Global Awareness," and "Self-Awareness." Some categories are not required for some courses.

Future Plans/Goals

We hope to maintain our robust Philosophy Program, maintaining or exceeding the average program load of 678, exceeding the Campus rate, with the variety of course offerings now being an accepted part of the new Associate Degree Transfer. We also hope to restore the courses (Phil 103, 104A and 104B, plus 112) which are a necessary part of various transfer modules, but that will require at least one, more realistically two new tenure-line contract faculty members. In addition, we hope to reestablish a Philosophy Club for our students, with the assistance of a new contract faculty member who can take on the supervision of the Club. An increased online presence in Philosophy is also part of our vision, with an expansion of Distance Ed courses, in particular Phil 100, taught by a new tenure-line contract faculty. Nina Rosenstand hopes to be awarded a sabbatical leave in which she plans to develop her Phil 102B course as an online course based on her Ethics textbook.

Political Science

Program Overview and Description

Our program has 2 full-time faculty members and currently one adjunct. It includes 4 courses - American Political System, Introduction to Political Science, Comparative Politics, and International Relations.

Strengths

The strengths of the political science program lie in its strong, transferable curriculum, its links to transfer institutions where political science is a popular major, and the relevance of its topic to students as citizens as well as scholars.

Challenges

The most serious challenge facing the political science program is declining enrollment. While the college in general is also facing this issue, our program's rate of declining enrollment is greater.

Another challenge facing the program, as well as the college in general, is supporting the success of students, particularly Latino and African American students.

External Influences

External influences include the economy and the community from which our pool of students is drawn.

SLO Assessment and Implications for Practice

Our program has carried out assessments and found that targets we met or exceeded.

Future Plans/Goals

Our short term goals include updating our website, enhancing the physical presence of the program, and recruiting tutors.

Psychology

Program Overview and Description

The Psychology Program seeks to provide students with a fundamental knowledge base in the field, including a critical understanding of psychological concepts and theories, a foundational knowledge of research methods used to develop our science, and an awareness of the sociocultural impact of our discipline. A main emphasis of our program is its focus on our students' successful transfer to baccalaureate institutions to complete their undergraduate education. Research skills are emphasized in our 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.

Strengths

Since a main focus of our program is to prepare our students for transfer to baccalaureate institutions, all courses in our program are transferable to CSU and/or other universities. Our

program has 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 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. Furthermore, our faculty have offered insights into the methodological challenges of SLO assessment, contributing to the college's commitment to maintain a broad perspective of student learning and recognize that it occurs in numerous forms.

Challenges

Challenging issues facing our program pertain to our continued need for more full-time, tenure-track faculty, along with lack of funds to maintain our new equipment and resources, now that we have completed the move to our new building. Although we now have 6 full-time faculty, we are still well below where we should be (with a Tenure FTEF ratio of 34%) to effectively support the needs of our large program. Furthermore, because we now have new building resources and equipment to support (including a computer lab and an enhanced classroom), it is important to also have a safe, effective working environment for both our instructors and our students. This requires an expansion of our baseline program budget to ensure that we are able to safely maintain our equipment. Accommodating the ADT demands (and changes) also continues to be a challenge, along with maintaining the comprehensive nature of our program.

External Influences

The passages of Props S and N, and more recently, Prop 30, provided a much-needed boost to our budget, and we have benefited as a result, with our three new full-time faculty members and our new building and equipment. However, the improvement in the economy, the parking challenges on campus, along with the nature of student jobs and the unpredictability of their work schedules have had a negative impact on our program in terms of enrollment as compared to previous years. More specifically, although we still saw increases in enrollment in our program, they were not as extensive in this past (2013-2014) year as in previous years.

SLO Assessment and Implications for Practice

Progress has been made in relation to SLO assessment. We have completed assessment of three of our Student Learning Outcomes: "Awareness of Research Methodology and Technology", "Critical Thinking" and "Communication". Results of the first two of these outcomes have been successfully mapped to program and institutional outcomes and in general, the results are encouraging and indicate the majority of students were successful in achieving these outcomes. Faculty will continue to work to enter the results of the "Communication" outcome into Taskstream, and complete assessment of the fourth outcome, "Ethical and Social Responsibility in a Diverse World". In addition, we are continuing to evaluate and discuss the results of these assessments and brainstorming new ways to highlight our students' successes in both the research and applied arenas.

Future Plans/Goals

Our program will continue to develop both research and applied opportunities for our students, along with development of a more formalized tracking process of our students after they

transfer. We will also work to maintain our strong links with community organizations, along with identifying and building new links in order to provide our students with even more opportunities in the field. We would also like to establish stronger connections with the Psychology faculty at Miramar and City in order to best meet the needs of our students. Now that we have moved to our new building, we hope to build our curriculum to include a number of laboratory courses in the areas of physiology, research methods, general psychology, development, and learning, in order to provide our students with hands-on experience. It is also hoped that in the coming years, our program will be able to add another full-time, tenure-track faculty member to its ranks.

Sociology

No Executive Summary submitted.

Student Services Areas

Student Development and Matriculation

Admissions/Records/Veterans

Program Overview and Description

The Mesa Admissions and Records Department is focused on and committed to helping our students achieve their educational goals. We foster a supportive environment with services accessible and responsive to the needs and interests of current and prospective students, alumni, lifelong learners, and the people of our local and global community, and we support and facilitate the academic processes of our faculty.

Providing superb veteran support services and the encouragement veterans need to facilitate the transition to college life, while maintaining an environment that espouses respect, high ethical standards and aids student intellectual, personal growth and educational success. As the first stop for prospective and returning, our program supports the college mission, vision, values and goals by assisting our diverse students through the matriculation process thus promoting access, retention and student success in collaboration and support of the instructional division.

Strengths

- As the first point of contact, this office provides a valuable impression for students to have open access to a college education. The extremely valuable information provided allows students to begin the matriculation process through graduation and/or transfer
- The collaborative nature of our services among Admissions, Records, Veterans, Counseling, Dean of Student Development, Vice President of Student Services and all Instructional Deans ensures checks and balances and maximum range of services and benefits to students
- Student Veterans are expeditiously certified for educational benefits under 6 different VA chapters

- Our residency program serves as the district resource and repository of state and federal immigration regulations for student services
- Clear prerequisites and administer prerequisite challenge petitions.
- Minimal referral to campus administration
- Comply with California Educational Code, Federal and State mandates

Challenges

The A&R program is at subsistence level and the most significant challenges are understaffing and inadequate classification of some employees in order to meet the current needs of the program. Absence of the A&R Director due to district's ERP creates additional responsibilities on the rest of the team to maintain the integrity and effectiveness. We turned to student veteran work studies to assist underrepresented students which although is a very positive endeavor, it expands the need for training and supervision.

Lack of privacy is an ongoing aspect of service that we deal with on a daily basis but it poses a greater risk when students encounter difficulties in understanding policies or procedures. Limited office space and unsuitable counter configuration in the new building.

The constant cold breeze in the staff members face and chest gives them a higher risk for getting sick and it is more difficult and uncomfortable when fighting colds, bronchitis or allergies.

External Influences

- The Veterans program depends on Mesa's counseling collaboration in order to certify Veterans students for educational benefits.
- Personnel constraints within the district such as the recent staffing issues at City College Admissions resulted in students obtaining assistance from Mesa to clear California Residency for the duration of the personnel matter.
- Apart from the influences within the campus and district external influences extend to global events such as political unrest and economic strife governing the U.S. climate of balance between open doors and secure borders. As well as the California Economy and the Board of Governors of the California Community Colleges revisions to Title 5 regulations specifically as it relates to nonresident exemptions or priority registration. Federal and California VA initiatives will continue to bring more veterans students to our campus.

SLO Assessment and Implications for Practice

The program utilizes the results of the Online college application and the VA Orientation to address our student learning outcomes and consistently found that 96% successful submission of on line applications does not mean that students apply or register without the need of student services support and computer technical assistance, so we continue to provide in-person transactions and accepts paper applications from special populations, special circumstance and some off-campus programs. 98% of new Veterans completed paper work on time, but the program needs to also improve the timely submission by continuing students; thus, decreasing at risk situations and conflict among veterans and staff. Our plan of action is to strategically improve the online VA orientation to further emphasize the procedures for utilizing VA education benefits each subsequent semester.

The Mesa Veterans VA online orientation is shared and utilized with the other two colleges in our district.

Future Plans/Goals

Goal 1: Reinstate two contract Senior Student Services Assistant (SSSA) positions, which were lost due to budget cuts, in order to continue to provide timely and exceptional customer service. This previous ongoing goal has been modify to seek funding for a new VA Student Services Technician position based on current needs.

Goal 2: Reclassify two student services assistant (SSA) contract classified positions to senior student services assistants (SSSAs). This is necessary to meet the needs of departments and programs that require high levels of service and knowledge in changing times. These positions also provide the necessary support to meet the goals of the college.

Goal 3: Prepare and submit request to fill justification for a retirement scheduled for May 2015 in order for the program to hire as soon as possible a replacement person and avoid possible gaps in services.

Goal 4: Research possible solutions to improve staff working conditions especially at the front counter.

Counseling

Program Overview and Description

Mesa College's Counseling Faculty are professionals in one of the largest community college districts, SDCCD, serving approximately 25,000 students each year. It is important for administrators, faculty, staff, and students to understand the counselors' role. Inherent in this task is the need to appreciate how counseling faculty function within their discipline and how they fulfill their obligations to the institution, as well as the community they serve. The availability of counseling faculty is crucial in ensuring student success and supporting students with their educational and career goals. Students these days face a variety of complex academic and personal issues. It is anticipated that the Counseling Department's Program Review will help better inform administrators, faculty, staff, and other colleagues about the role of counseling in an effort to improve communication, interdisciplinary collaboration, and ultimately service to students.

Strengths

1. Diversity-This strength is apparent in the diversity of counseling faculty.
2. Comprehensive Services-Students can come to the counseling office and know that they can receive just about any service they need.
3. Counseling Appointments-The Mesa College Counseling office is proud to be able to offer one hour appointments to students.
4. Accessibility-The Counseling office has extensive hours of operation.
5. Leadership-They are leaders exclusive of the program that the department houses and coordinates.
6. Different Lenses-Counseling has a keen understanding of both student services and instruction.

7. Cohesive-Counseling faculty and staff function as a team while working towards the goal of serving students. There is a cohesiveness that drives them to work toward achieving departmental goals.
8. Counseling Retention Programs-The counseling department is the home of several counseling retention programs designed to support student success.

Challenges

1. Lack of departmental professional development opportunities, resulting in the department's inability to facilitate learning experiences as a group
2. Increased demand for services and SSSP - Student Success and Support Program mandate
3. Continued lack of counseling faculty due to retirements and unfilled positions.
4. An increase in the number of students with severe psychological problems and mental illness. Counselors have duties that extend well beyond general counseling responsibilities
5. Competing priorities in general counseling including PERG instruction and provision a myriad of services to students
6. No classroom to mandate counselor led workshops as part of SSSP efforts
7. Lack of faculty oversight in the Career Center
8. Demand for counseling services & lack of communication from other departments -for example, SEEDS grant's needs for counseling services

External Influences

1. Admissions practices of four-year institutions
2. SB 1440 - Associate Degrees for Transfer
3. SB 1456 - Student Success and Support Program
4. Changes in Financial Aid Regulations
5. Labor Trends and Workforce Development
6. Cuts in state funding have impacted student enrollment rates. The budget affects staffing, supplies, and course offerings which results in decline in student access. Mesa used to offer a robust intersession and summer session, but this has shifted over the years. Summer 2014 was the first time in several years that Mesa reinstated the summer session.
7. Changing demographics of San Diego Mesa College affect counseling in higher education.
8. District Initiatives and Communication - Communication sent out to students increase the volume of students requesting counseling services.

SLO Assessment and Implications for Practice

The 2010 Accreditation Evaluation Report indicated, Student Services conducts regular program reviews w/ integrated Student Learning Outcomes that lead to program improvements. Actualizing this observation in support of the six year accreditation cycle, the strategic plan for the Counseling Department Program & Course Level SLO assessment cycle is prescriptive & organic, allowing for a process that leads to optimal student learning given legislative changes, diminished counseling human resources, continued faculty professional development, and the dynamic needs of our students. Under the coordinated leadership of the Counseling Department Chairperson and an SLO Coordinator, the department SLO assessment process has evolved &

is ongoing, including: daily SLO assessment, biweekly evaluative department-wide work groups, cumulative data reports by semester, & formal annual reporting in coordination with the Counseling Department Program Review process.

Future Plans/Goals

The Counseling Department's future plans include the hiring of additional counseling faculty in order to restore unfilled positions and support the implementation of the Student Success and Support Program Plan. Requests for positions include the following:

- A general counselor with part of the assignment serving as the FYE - First Year Experience Coordinator
- A general counselor with part of the assignment serving as the Career Coordinator
- A general counselor with part of the assignment coordinating activities designed to assist with persistence rates - Perhaps a Second Year Experience program which is needed in to support the needs of community college students. The whole program will be centered on student success and engagement, mentoring, etc.
- A general counselor to support all aspects of personal, academic, and career counseling at Mesa.

Employment/Career Center

Program Overview and Description

The role of the Career Center in a higher education institution is critical in the success of students, as commitment to education and career goals is shown to be a significant factor associated with persistence to degree completion. (Tinto, 1987; Wyckoff, 1999) The mission of the Career Center is to empower students with the information and tools necessary for them to make informed decisions regarding their major and career choice in order for them to reach their educational and career goals. The Career Center seeks to connect students with employers through jobs and internships giving students the experiential education needed to enter the workforce. In addition, the Career Center strives to deliver its services by supporting the needs of faculty.

Strengths

The Career Center plays a vital role in the educational experience of students by facilitating the career and major exploration and the development of career goals that assist students with the establishment of an Education Plan and providing students with job search skills. The greatest strength of the Career Center is the knowledgeable staff, counselors and student workers that work diligently to provide excellent customer services with limited resources. Even with limited staffing the Career Center has been able to serve a large number of students. Satisfaction surveys continue to show the worth of the services provided to students with an 87% strong agreement in "valuable use of time" by students.

Challenges

Two important functions of a Career Center are faculty/employer outreach and internship coordination. With the staffing available the Center has only been able to do minimal outreach to

faculty and employers, and has not been able to develop an internship program. Thus, the Career Center would greatly benefit from a non-tenure track, contract Faculty Coordinator and an Internship/Employer Relations Coordinator. A faculty position would enable the Career Center to have a career professional dedicated to assisting faculty with the career development needs for their students and establishing long term relationships. A classified coordinator position will enable the Center to develop an internship program and increase the number of employment opportunities.

External Influences

The services of the Career Center are extremely affected by the economy. The recession decreased job opportunities and increased the need for employment and job readiness services. During this time the Center had to improve its practices to help unemployed students focus on transferable skills and rigorous job searching techniques, coupled with cutting its budget. Less staff and counselors were available to provide students with appropriate support. The economic improvement has helped the Center increase services to students. The Center now offers more than 20 hrs./week of career counseling, enabling more student contact and success and Job Fairs have now grown to encompass two a year (spring and fall) with over 60 employers participating in each event. The now flourishing economy has enabled the Center to shift its services to a proactive model of support to students and increasing its access to students for their success.

SLO Assessment and Implications for Practice

2013-2014 assessment revealed:

Over 72% of students articulated they knew about the Center's services. The Center needs to improve its marketing beyond "knowing there is a Career Center" to "Understanding at least one Service the Career Center can provide me".

Over 52% of students articulated they knew how to access job search tools and resources. While it is noted that not all students who use the Center are seeking these services, the Center needs to improve its methods for teaching students how to job search.

Over 66% of students articulated they knew how to explore career and major options. The Center needs to analyze its exploration services to strengthen the engagement of students when teaching exploration methods. This might be accomplished through more in-classroom workshops, better online/social media tools and resources, and increased partnering with counseling faculty and more staffing.

Future Plans/Goals

The goal of the Career Center is to be the centralized campus resource providing career and major exploration services, assistance with employment and internship opportunities, support for faculty as they work on students career preparedness in the classroom and a hub for local employers recruitment needs. To make this vision a reality the short terms goals of the Career Center are to increase staffing to be able to reach out to underserved students through a Career Center Faculty Coordinator and to increase employment and internship opportunities through an Internship and Employer Relations position.

Evaluations

Program Overview and Description

The Mesa College Evaluations office provides services, including information and technical support, to help students achieve their certificate, degree, and transfer goals. Working closely with students and faculty, and in coordination with the District, Mesa Evaluations process graduation petitions, general education certifications for transfer and other petitions related to academic standards and program completion, processing over 6,600 petitions a year and directly serving 4,200 student individually.

The office plays a key role in the graduation of students, not only processing all graduation petitions for associate degrees, certificates of achievement, and certificates of completion, but development and implementing the marketing, invitation, communication, registration, and check-in for the commencement ceremony.

Strengths

The greatest strength of the Evaluations Office is its knowledgeable and caring staff. Through years of experience, a student center focus, and excellent communication and customer service skills, students and the public who have needs regarding evaluation's processes are assisted with the highest of quality. The staff make the office a welcoming and knowledgeable place for students and the campus. Additional strengths include: Flexibility to initiate process improvements to support student success and in response to the constantly changing state and district policies and procedures; Strong administrative support; Collaboration with instructional programs, especially CTE programs, to improve student graduation rates for Degrees and Certificates; and Communication with the campus through semester email updates and pertinent information online.

Challenges

There are three main challenges for the Evaluations Office, staffing, interface with District, technology.

Staffing: The department was reduced to one SSA and 1/3 time of the supervisor to perform all the necessary office duties.

Interface with District: In the District's role to support the campus efforts of student success, we often find that the roles are reversed and that the campus processes/procedures are dictated by the District office.

Technology: Due to lagging technology within the District, the Evaluation Office must interface with five different database systems on a daily basis in addition to a separate commencement registration system and a separate student contact system. This duplication of work increases the opportunities for errors and tremendously decreases work performance. The office continually reviews internal processes to be as accurate and efficient as possible.

External Influences

State legislation and District policies affect almost every aspect of the work that the Evaluations Office performs. It is the Evaluation's office responsibility to respond appropriately to these changes and make the necessary adjustments to office/campus procedures.

As an example, the (ADT) program: These new degrees are confusing and students are not always clear which degree they are petitioning to graduate with. The office staff works with the student to help clarify the actual degree for which they have an education plan and interprets the differences in degrees and their purposes. This has increased the time spent with students and the number of petitions that are processed by the office.

SLO Assessment and Implications for Practice

Evaluations assessed two learning outcomes.

Commencement ceremony: From the results of the 2014 commencement cycle, the department has recommended to improve not only the registration attendance rate, but the overall attendance at commencement by changing the mailed postcard to a formal invitation from the college president and increasing the outreach of faculty to encourage student commencement participation.

Evaluation's web site: Results of the web site assessment: faculty are finding the information they need on the web site. They particularly liked having dates/deadlines; A link to the counseling web site was added; A call for more pictures (i.e. graduates), student friendly language and direction (i.e. removing campus jargon), and more forms were made. This will be addressed after the entire Mesa web is updated. However decisions regarding accessibility online forms must be made in consultation with District Evaluations.

Future Plans/Goals

The Evaluations Office has established the following two goals for 2014-2015:

Improve communication to the campus regarding policies and procedures related to student records and graduation in an effort to improve student success.

Improve graduation and commencement participation rates by improving collaboration with instructional departments for individualized student assistance and revising the commencement information and registration web sites to reflect a more useful, inviting and professional message of commencement.

International Students Program

Program Overview and Description

Our mission is 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 select Mesa 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. We work to ensure that these efforts culminate in a successful departure from our college and subsequent success in their later academic and personal endeavors. The diverse international student body is a microcosm of the Mesa community and its constituents. Providing access to this population, the classroom and campus is enhanced by their contribution to healthy dialog and cultural enrichment to those who would not otherwise be exposed to the international experience.

Strengths

As the first point of contact, this office provides a valuable impression for students to have open access to a college education in the United States. The extremely valuable information provided allows students to begin the matriculation process through graduation and/or transfer. The collaborative nature of our international student program among Admissions, Counseling and Vice President of Student Services ensures checks and balances and maximum range of services and benefits to international students. Our international program serves as the district resource and repository of federal immigration regulations for student services and remains compliant with Department of Homeland Security and Departments of State and Justice standards. Our program holds a strong reputation among students, parents and governments throughout the globe, often highlighted as the exclusively approved community college in San Diego.

Challenges

Funding limitations make it difficult to keep up with current information and the campus risks being considered remiss in allocating a budget to provide ongoing professional growth opportunities for faculty and staff involved with the program. International student advisor's walk in hours further reduced, counseling follow-up time and support staff time also reduced resulted in less time to perform comprehensive review for Department of Homeland Security and academic and required progress monitoring of students. Additionally, the Admissions Director's involvement with a district project for duration of three years forces program staff to cover critical program functions despite the already reduced advisor's hours and staffing limitations. Incoming International Students although required to enroll in 12 units without exceptions are not offered priority registration.

External Influences

Apart from the influences within the campus and district external influences extend to global events such as political unrest and economic strife governing the U.S. climate of balance between open doors and secure borders.

SLO Assessment and Implications for Practice

The 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.

Future Plans/Goals

Create an International Student Program budget.

Sustain the collaborative effort among the Admissions Office and the Counseling Department under the purview of the office of the Vice President of Student Services.

Maintain and enhance services by regularly attending trainings by the Departments of State, Home Land Security and Customs and Border Protection conducted each semester at the regional and national level.

Mesa Academics and Athletics Program

Program Overview and Description

The Mesa Academics and Athletics Program (MAAP) is an important service on campus.

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

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

Other MAAP services include: team focused workshops, an online orientation for student-athletes, semester progress reports, an annual recognition ceremony, a MAAP web site, and a collaborative relationship with Mesa Athletics department.

Strengths

The MAAP Counselor understands and remains current in her knowledge of the NCAA, NAIA, and the CCCAA in regards to initial and transfer eligibility requirements.

The student-athletes have a specialized counselor to assist them in achieving their academic, career, personal and athletic goals.

The MAAP Counselor is a resource for students, staff, faculty, administration and the San Diego community.

The MAAP Counselor conducts two progress reports per semester and makes team visits throughout the year.

Challenges

500:1 Student-Athlete to MAAP Counselor ratio makes it difficult for the MAAP Counselor to serve such a large student population in an efficient and timely manner. Her position is full time but her time is split up, 50% to athletes and 50% to general students.

GradesFirst was purchased to assist with online progress reports, communication needs, study hall and tutoring management. However, due to the new district ERP that will come into effect in the next 3 years, the Vice Chancellor of Student Services gave a directive saying that no new software programs will be able to extract student data from ISIS. As a result, GradesFirst will not have access to student data until the new ERP is implemented.

External Influences

The NCAA has gone through extensive academic reform. Based on the NCAA's research findings, they have increased the academic requirements for transfer student-athletes.

In addition, a student-athlete only gets 5 years or 10 full time semesters to compete in their sport. This means the student-athlete needs to complete all transfer admission and athletic eligibility requirements set by the NCAA in less than 3 years so they have a solid two years/two seasons to compete at the university.

As a result of these increasing academic standards, it make it very difficult for the student-athlete to complete all of these academic requirements in 5 or less full time semesters and therefore may prevent a student-athlete from achieving their athletic goal of competing at a 4 year university. This may lead to an increase in attrition rates and a decrease in persistence, graduation and transfer rates.

SLO Assessment and Implications for Practice

See the Counseling Department's Program Review for information on SLO's.

After 1 hour MAAP appointments, the MAAP Counselors fills out the Counseling SLO Assessment.

For the SLO Data, please refer to the Counseling Department's Program Review.

Note: MAAP Counselor is debating on whether she wants separate SLO's for the Mesa Academics and Athletics Program (MAAP).

Future Plans/Goals

Increase access to services for student-athletes.

Investigate and standardize the progress report system through MAAP and eventually use the same system campus wide.

Sustain and improve MAAP related events and professional competency in the field.

Mesa Academy

No Executive Summary submitted.

Orientation/Assessment

Program Overview and Description

No answer specified.

Strengths

- Dedicated Testing Center
- Testing Services Year-Round
- No appointments required, walk-in services available
- Testing services now available at the high schools through collaborative efforts with Outreach

Challenges

- Increased demand due to SSSP implementation
- Re-test policy for math (currently 3 years)
- Although a position will be filled by spring 2015, staffing continues to be a challenge, making it difficult to implement and increase assessment and orientation services

External Influences

- Changing student demographics impacting services
- Impaction criteria at four year institutions resulting in more students attending community colleges, thereby impacting the demand for more testing and orientation services
- Mandates such as SSSP

SLO Assessment and Implications for Practice

Mesa College Testing & Orientation Office continues to implement SLOs through Orientation Learning Outcomes (OLO). The use of the OLO as a ticket prior to taking the English and Math placement test has been effective in ensuring that we have 100% completion of the OLO forms. Students complete the online orientation available through MyMesa, and then complete a survey using the Orientation Learning Outcomes after the online orientation which measures their understanding of all matriculation services. Now that the Testing and Assessment Office has moved to the new Student Services Center, students will be able to take the online orientation immediately preceding the assessments. Whereas prior to the move, students had to complete the orientation at another location before returning to take the placement test. The new online orientation was implemented this summer 2014.

Future Plans/Goals

In order to support the SSSP mandate, the goal is to expand assessment and orientation services. This includes extending hours of operation and offering Saturday services to students.

There is a need to scale up the FYE - First Year Experience Program. Doing so will result in providing more assessment and orientation services to students.

Finalize the advising component of the online orientation through Cynosure New Media.

Continue to review online assessment and orientation services to students.

Puente

Program Overview and Description

Puente is a nationally recognized academic program designed to help students adjust to college life and prepare for transfer to four-year colleges and universities. The program is unique in that it explores the Latino/a experience. However, Puente is open to, and welcomes, all students. The program has four major components: Writing instruction, Personal Growth instruction, counseling, and mentoring. Puente's goal is to provide students with a strong academic foundation and the support needed in order to be successful at San Diego Mesa College and beyond.

Strengths

- Accessibility to students
- Access to counseling and instructional faculty
- Better student persistence from term to term due to support provided
- Support from the Puente Statewide Office
- Students' attendance at the Annual Puente Motivational Conference

Challenges

- Need to rotate the Puente assignment among counseling and English faculty
- Priority registration needed to support students' needs with enrollment
- Lack of resources resulting in the inability to fully implement the Puente Mentoring Program
- Lack of additional counseling support (ideally, it would be nice to have a second Puente cohort)
- Student's inability to access counseling faculty due to formal office procedures and concerns about security.
- Need a Puente Resource Center for students to engage with faculty and fellow students.

External Influences

- The Puente Statewide Office's budget
- Understanding the needs of the dynamic needs of the Chicana/o community
- Refer to general counseling program review for information for additional external influences.

SLO Assessment and Implications for Practice

Refer to general counseling program review for details.

Future Plans/Goals

- Campus supports two Puente Cohort teams.

- Maintaining counseling services and working in close collaboration with Chicano Studies faculty to ensure students are aware of the Puente cohort and meet SSSP mandates.
- Identify a site where students can interact with peers and faculty for students to have access to resources such as computers, Wi-Fi access, in addition to counseling faculty access at the center to align with the goals of the HSI grant.
- To ensure that students are enrolled in phase I Puente in a math course that is aligns with their skill levels.
- Institutionalize Puente faculty rotation to invigorate the program and reduce burnout.

Transfer Center

Program Overview and Description

The Mesa College Transfer Center is tasked with one of the most important functions at the college. In order to ensure that students are aware of all of the aspects of the transfer process that could influence their ability to transfer successfully, and to involve faculty and staff in this process are seen as vital to our student's primary goal of transfer success. Our strengths are the experience level of the Transfer Center Coordinator and of the Transfer Center Supervisor. The biggest challenges faced by the Transfer Center are our need for a transfer Counselor and Student Services Technician. Our biggest external influences are Transfer Center responses to SB 1440 and SB 1456. Our future plans include virtual transfer appointments and increased classroom visits.

Strengths

One major strength is experience. The Career/Transfer Supervisor has been in her position over a decade. The Transfer Center Coordinator is in his 20th year of community college counseling and his 3rd year as Transfer Center Coordinator. Another major strength is that the Mesa College Administration is supportive of the plans that the Transfer Center Coordinator has to improve the quality and transfer efforts to the Mesa College population. Certainly noteworthy as a strength is that Mesa College is a highly respected transfer college. Our reputation helps create the strong transfer culture that we strive to enhance.

Challenges

Our major challenge is staffing. We are in the process of hiring a replacement for our full time Transfer Center Student Services Assistant. We also have requested a Student Services Technician be assigned. To maintain the level service we have these two requests are essential. We also have documentation to support our request for a full time Transfer Counselor. Statewide, all schools the size of Mesa College have the need for these positions.

External Influences

One major external influence is the creation of the Associate Degrees for Transfer. This state mandated program has made it necessary for in depth explanation of the program requirements and how students are to meet them. Another external influence is SB 1456. The requirement that students be more focused on their educational and transfer goals has created the need for earlier transfer interventions and a more vibrant presence on campus.

SLO Assessment and Implications for Practice

Two primary tools were used to assess Student Learning Outcomes. They were the annual Student survey and more recently the Post Workshop Data Collection. These two instruments give a direct view of the accomplishment of Transfer Center SLO's.

Future Plans/Goals

The primary future goal of the Transfer Center is to improve the transfer culture at Mesa College. This process involves the whole campus. Since the majority of students at Mesa College attend in order to reach their transfer goals, the improvement of the transfer culture is the integral goal of the campus. It involves students, faculty and staff as equal stakeholders in one of the most specific measures of student success. One specific way that this goal can be reached is with the hiring of a full time Transfer Counselor.

Student Affairs

Financial Aid

Program Overview and Description

The Financial Aid office processes and awards aid to an increasing numbers of students who are seeking higher education. Closely following federal and state mandates the staff advises students through the often complicated application process toward the final awarding of aid. Students are made aware of the necessity of maintaining satisfactory academic progress in order to continue receiving aid which will assist them in reaching their educational goals.

Strengths

Pertinent communication is a major component in apprising students and other college offices of student funding opportunities within mandated regulations. This office has staff with multiple language skills, degrees and experience in various campus departments.

Students are informed that their financial aid is dependent on their academic success and for many students, academic success is dependent upon receiving financial aid. New regulations requiring the early completion of an education plan reinforces the need to perform scholastically and to stay focused on an academic goal in order to maintain financial aid. For those students with academic issues due to circumstances beyond their control, there is an appeal process which is constantly being reviewed and adapted to encourage student success.

Challenges

Challenges include maintaining staffing levels; constant updates in training; managing constantly changing government regulations; current IT system limitations; communication issues with students, parents as well as other campus and district offices; timely spending of State funds while maintaining mandates; adherence to FERPA regulations; and ensuring adequate office space for future employees.

The financial aid office is anticipating the district move to a new IT system, People Soft, which is in use by a multitude of other college campuses. It is hoped that the new system will better support processes required in the successful verification, adherence to government mandates and timely awarding of financial aid.

External Influences

Most all of the activities of the Financial Aid Office are governed by external influences as regulations set by the state and federal government dictate the core mandate leaving the office with implementation. Positive external influences include agencies and that provide training, clarification and assistance in the implementation of regulations, and other college offices that provide services specific to the needs of financial aid students. Negative external influences include system shortcomings and government or District policy/procedural limitations which do not support the timely awarding of aid to students.

SLO Assessment and Implications for Practice

The three Financial Aid Office SLOs deal with issues of students successfully obtaining and maintaining aid through academic viability. Communication is at the heart of successful student interaction and each SLO assessment contains that as a major component. Methods and content of communication are analyzed each semester resulting in adjustments which should provide insight into student comprehension of academic issues as they relate to knowledge of financial aid application processes and sustainment.

Future Plans/Goals

Future plans and goals include a fully staffed and trained office working efficiently to communicate effectively with students on their college funding options. Although the goal is to have all students successfully apply for and receive whatever financial aid they may be eligible for, specific groups to be targeted include Former Foster Youth and students who have experienced academic difficulty due to extenuating circumstances. Enhanced web-site options and printed materials are consistently updated for clarity and effectiveness. It is anticipated that the implementation of a new IT system will assist in streamlining existing procedures in processing and awarding aid.

Outreach

Program Overview and Description

Outreach and Community Relations provides outreach and pre-enrollment services, including college exploration, college information nights, assistance with admission application completion, pre-assessment workshops and assessment, assistance with the online new student orientation, and financial aid assistance to feeder high schools and feeder Continuing Education campuses. In addition to outreach services to feeder high schools and feeder Continuing Education campuses, Outreach performs outreach at college and community fairs, career fairs, and parent information nights. While outreach and support to prospective students is one of the department's main responsibilities, the department does provide in-reach services to current college students on-campus through campus tabling, campus and Student Services Center tours, and participation and support of larger college and department sponsored events.

Strengths

One of the main strengths of the department is the dedicated and effective Outreach contract staff and the enthusiastic student ambassador staff. Through the years as the department responsibilities have grown, contract staff have stepped up and taken on increased responsibility and have worked diligently to maintain the high level of quality in programming and service. Contract staffs' willingness to work harder and more efficiently to provide increased services is a testament to the dedication and work ethic of the staff. The enthusiastic and dedicated student ambassador staff continues to be a hallmark of the department and truly an asset to the department's outreach efforts. Both contract staff and student staff demonstrate adaptability, flexibility, and innovation to meet and exceed department goals and objectives.

Challenges

One of the biggest challenges facing the department is the insufficient number of contract staff. While the department has been able to maintain the high level of service and programming, increased responsibility and programming (outreach services expanded from 9 sites to 14, pre-assessment/assessment programming at the feeder high schools, etc.) has greatly impacted the staffs' ability to maintain the status quo of normal outreach programming and services. With the additional responsibilities added last year and the expected increase this year with the implementation of practices and procedures to align with SB1456, it is critical that an additional contract staff (Student Services Technician) be added to the department to help support all existing and new outreach programs, services, and initiatives.

External Influences

Outreach is easily influenced by the current economy and public perception of the community college system. During times of economic downturns, the efforts of the department have not always been looked upon in a positive light as demand for classes exceeded supply. However, when the economy is doing well, outreach is looked upon favorably as there is now a "need" it can fulfill. Additionally, the public perception of the community college system greatly affects the ability of outreach to be effective and successful in their work as negative perceptions create an uphill battle.

SLO Assessment and Implications for Practice

SLO assessment in the department has shifted from looking at all SLOs attached to one program or event - a single measure - to looking at multiple measures for a single SLO. This shift will allow the department to gain a more comprehensive and meaningful understanding of SLO attainment across the departments multiple programs and services as opposed to looking at the effectiveness of only one program/service.

Future Plans/Goals

The department continues to work on expanding and strengthening our Continuing Education Outreach efforts through the expansion of the Student Ambassador Program to North City Continuing Ed on Aero Dr. and CE Mesa, mimicking the current model at West City CE. We hope to also bring back "CE Day" to host our CE feeders on our campus and provide them with workshops and a campus tour to help them prepare for their transition to college. The department also hopes to add additional staff, Student Services Technician and hourly staff, to

support the department's growing programs and responsibilities. Finally, we hope to have expanded the "expert ambassador" program with more programs (academic and student support services) participating in the partial funding of ambassadors who will serve as "experts" in those areas and will work to directly support outreach efforts and goals for those programs.

Student Affairs

Program Overview and Description

Student Affairs supports the Mesa College mission through leadership and engagement opportunities and a commitment to uphold Student Rights, Responsibilities and Administrative due process. We do this by working closely with individual students and departments, Associated Student Government, Campus Clubs, District Student Services and by coordinating student life activities including Welcome Week, MLK Parade, Be Civil Pass it On Campaign, leadership retreats and scholarship and commencement programs.

The Student Affairs mission supports the following components of Mesa Colleges mission statement:

- empowering our diverse student body to reach their educational goals and shape their future
- committed to access and success...and lifelong learning opportunities
- faculty and staff collaborate with our students to foster scholarship, leadership and responsibility to effect positive change within our community

Strengths

The strength of Student Affairs lies in our ability to create and contribute to student life, engagement and development, despite our small operational size and limited budget. Our dedicated staff is able to produce large scale, campus wide events that create a welcoming environment and help students develop as leaders while garnering a sense of purpose and belonging on campus. We have introduced innovative technology and contribute to participatory governance by chairing and/or participating on key committees. Student Affairs also supports District and Regional efforts ranging from the SDICCA Faculty Mentor Program to the District Wide Threat Assessment Committee.

Challenges

Student Affairs challenges center on inadequate staffing, our inability to communicate directly with students via a web portal or campus emails, no centralized database to track and respond to student conduct matters and policies that prohibit the expenditure of General Funds on purchasing water, food and gift cards/giveaways for students (items often serve as important resource that draw students to events.)

External Influences

Recent changes to Title IX and alignment with the Women's Against Violence Act have resulted in substantive revisions to several district policies and procedures enforced by the Dean of Student Affairs in her capacity as the Chief Disciplinary Officer and Title IX investigator.

Mesa College recently submitted our Student Equity Plan to the State Chancellors Office. This external requirement will impact the internal work of our campus, and has had a direct impact on our office due to the Dean of Student Affairs work as a lead writer for the plan appointment as co-chair of the Student Success and Equity Committee.

SLO Assessment and Implications for Practice

This cycle Student Affairs assessed outcomes of critical thinking, personal action/civic responsibility and self awareness. Through Club Orientation surveys we found that our students are satisfied with the session and are able to demonstrate knowledge of essential club documents and where they can be found. Through a SMART Goal workshop and survey results, we were able to show that students are successful in setting, measuring and meeting personal, SMART goals. Through dissemination of literature and survey responses, we were able to show an overall satisfaction rate for Student Affairs response to faculty allegations of misconduct. Lastly, through a photo contest students were able to show us what civility looks like through the submission of pictures accompanied by a title and photo description. Findings have resulted in enhancement to programs and services (including promotion, communication and planning timelines).

Future Plans/Goals

In the next 5-6 years, Student Affairs vision is to expand our leadership development and civility programmatic offerings. We hope to add an additional staff person (e.g. Student Activities Coordinator) that can assist with the development and implementation of workshops, trainings and programs to meet our vision. We also plan to increase the efficiency and effectiveness of student conduct case management by purchasing student conduct case management software. Finally, we plan to vigorously infuse our efforts with student success and equity focused outcomes.

Student Health Services

Program Overview and Description

Student Health Services (SHS) provides student centric health care to the individual, special groups and the Mesa Community. We utilize the Adaptation Theory authored by Sr. Calista Roy to assess, plan, implement and evaluate our care plan. Free Medical, Nursing, Mental Health and Community Health programs comprise our services. We support the Dean of Student Affairs and the College by providing crisis intervention for students of concern. We provide programs and services to improve student equity and success especially with Former Foster Youth, Veterans and under represented students.

Student Health Services is solely supported by the Student Health fee. Evidence based best practices combined with innovative ideas and campus goals create the programs and services we are honored to provide.

Strengths

1. Innovative Nursing faculty: Our Community Health programs to prevent illness: Grass Roots Health Fair, Silent Witnesses, Tents of Truth, Death Experience, Be Calm, Former

Foster Youth, 9/11 memorial service, AIDS Walk, Veterans BBQ 2013 fall, Covered California, Comfort Tent, Veterans Health Fair, Be Calm.

2. Highly qualified staff and faculty with low turnover.
3. High level of collaboration, to achieve equity, with Mesa Departments: Student Affairs, Medical Assisting Program, Campus Police, Culinary Arts, Black Studies, Diversity Committee, Student Veterans Organization, Former Foster Youth Ohana Club, Muslim Student Union, Chicano Club, EOPS, Star-Trio, Diversity Committee.

Challenges

1. Therapy: 863 visits. 32 crisis 13 in Fall 2013 and 19 in Spring 2014. Most common issue is depression at 23% of students requesting treatment in our office. In 2013-14: 79 students in treatment were suicidal. 16 students were hospitalized voluntarily for severe mental illness which was mostly depression with serious suicidal plans. 34 students received depression (mild to moderate) medication plus 27 referred for emergency medication (severe depression). 16 contacts with Police to support students in crisis. We were challenged to find enough mental health clinician hours and enough space to rapidly serve students.
2. Comfort tent served 3790 students to provide comfort, teach stress reduction and survey students for depression and suicidal ideation. Need a permanent location.
3. The much expanded Tents of Truth had glitches in communication causing a failure of our survey tool and organizational challenges.

External Influences

College Police: Up to 4 Officers are present in our office after a crisis call is made. The number of Police Officers who arrive for each call and the manner in which they conduct their business creates an atmosphere of stress for students being seen and faculty attending to the critical patient. Concern about violations to the privacy laws (lack of patient privacy) have been clearly stated. Resolution has not been achieved.

Students of concern: Following students of concern from one semester to another is very difficult without a computer program that assists us.

Front office staffing: Our hourly office staff are inadequately prepared to consistently keep our patient records to government standards. Workload of the Director limits progress in this area.

Electronic medical records are needed to meet current evidence based standards of practice.

SLO Assessment and Implications for Practice

After using Student Health Services, students will be able to articulate their knowledge about their physical and psychological health and wellness. 100% of students served in our office are able to restate their knowledge pertaining to their health and wellness.

Students will verbalize information about culturally diverse practices and beliefs when engaging in events presented by the Cultural Advisory Council. See "relevant data" section for report for Tents of Truth.

Veteran students will be able to articulate that their group has achieved equity with respect to forming a sustainable community and accessing services on campus. See "relevant data" section for Veterans Health Fair report.

Future Plans/Goals

Document and discuss each 911 call response with campus police and the Dean of Student Affairs. Advocate for patient privacy. Completed and ongoing.

Request additional space for the Community Health program. When the Community Health program finds a new space, 2 offices within Student Health will be vacated. This will allow us to provide 2 additional offices to the Mental Health program.

Improve surveys for Tents of Truth.

Find additional space for a permanent Comfort Tent.

Hire a Senior Student Services Assistant.

Complete the hiring process for the Mental Health Clinician.

Evaluate recent changes to the Mental Health program for intake of student. Completed.

Using improved student procedures, reduce complaints about account holds due to IOU non-payment from students. Completed.

Utilize an Adjunct Faculty member to focus on equity for Former Foster Youth students.

Student Services

Disability Support Programs and Services

Program Overview and Description

Disability Support Programs and Services (DSPS) department was established to accommodate the academic and support needs of students with disabilities, as mandated by federal and state law. DSPS offers eligible students access to a variety of specialized support services including disability management, counseling, academic accommodations, adaptive computer technology, and assistive equipment. These services are intended to accommodate students with disabilities in regular college programs and activities.

DSPS also helps to insure that Mesa College faculty and staff are in compliance with CA Education Code, state and federal disability law, and SDCCD policy on equal access to education.

Strengths

The DSPS department is respected resource for instructional faculty, student affairs and administration on issues of disability accommodation and compliance. DSPS has been able to respond to increasing student service requests during a significant budget crisis. Between August 2013 - 2014, DSPS was able to provide 13,500 student appointments with 2 full-time and 4 adjunct counselors.

Challenges

During the state budget reductions over the past five years, the number of students with disabilities assigned to counselors has dramatically increased. Caseloads are double, going from 150 to 325 per full time counselor. Concurrently, the SSSP Initiative demands have required additional work and modification of processes putting additional strain on all DSPS staff and faculty.

External Influences

External influences include the new SSSP requirements which have effected DSPS practices, and the influx of state funds to the DSPS budget enabling the department to begin the restoration of staff levels.

SLO Assessment and Implications for Practice

DSPS Program SLO's for 2014-2015 assess 1. whether students are communicating the accommodations needs to their professors and 2. the number of students enrolled in DSPS classes that can identify and communicate their learning strategies. Based on the responses of 244 students to our DSPS Survey of Student Satisfaction 87% said they could identify the ways in which their disability impacts their college experience 83% agreed that they could identify the services that were appropriate to accommodate their disabilities 82% said they were able to explain their disability-related needs to instructors, counselors, and 81% indicated they were able to use their disability-related accommodations to achieve their educational goals.

Future Plans/Goals

Over the next three years DSPS hopes to restore full time faculty/staff levels to those prior to state budget cuts, to enhance interdepartmental relations in order to improve the ease and fluidity of service to faculty and students, and to bring DSPS tutoring/individualized instructional support back as a departmental service.

EOPS

Program Overview and Description

EOPS is a state-funded program. Its purpose is to provide enhanced recruitment, retention, and transition services to eligible students. The services offered are "above and beyond" those offered by the college's Student Services division. The primary services historically provided are assistance in the following areas: Priority enrollment, counseling/advisement and preparation for transition to four-year universities or the workplace. Services may also include book vouchers

and financial aid assistance, depending on funding.

Strengths

Our program provides a comprehensive array of services that are defined as legally “over and above” what all students of the college may receive. These services include, personal and career counseling, priority registration, book vouchers, single parent support, scholarship assistance, school supplies, educational planning and additional grant monies if available.

In reviewing the EOPS Annual Report 2013-2014 you will see that 89% of our students are in good standing for Fall 2013, and 86% for Spring 2014. Our student's cumulative GPA for Fall 2013 was 2.92, slightly higher than the All student population at 2.77 GPA, and for Spring 2014 again our student's GPA were higher at 2.88 GPA vs. All Student Population at 2.8 GPA. proving that our program has been very successful.

Challenges

The biggest challenge for EOPS is funding. The program budget pays for all salaries, all benefits, all equipment and everything the department relies on such as paper, toner, pens, and all outreach supplies. As a program we offer Book Grants and if available we also offer grant money when possible. Our program budget is based on the number of students we serve, therefore when the budget is good, we see on average around 700 students, but when the budget is bad, we are expected to see less students. But that normally does not happen. WHY? Because when the funding is restored, we need to be able to show that are numbers where still up, so when funds are awarded we can receive the same amount of money, otherwise our program will not receive the money that is needed to run the program according to it's mission. We will not be able to help our students with book vouchers, meal cards, gas cards, school supplies and the additional support that is needed to run the EOPS Program effectively.

External Influences

EOPS has been operating on a budget deficit over the last few years. During the 2009-2010 grant cycle we received a 46% cut in funding which created a loss in services to students and staffing. As a result, we were forced to reevaluate the program eligibility process, delivery of services and to prioritize, reduce and or eliminate some of these services due to loss of staff and funding. For 2014-2015, EOPS received a partial restoration of the originally lost funds and with those restored funds we were able to secure a Classified Senior Clerical Position. SSSP funds were allocated to provide adjunct counseling services to students which in turn provided EOPS the opportunity to award grants and book services previously eliminated.

SLO Assessment and Implications for Practice

Every year we try to update our Student Learning Outcomes based on assessment findings.

Future Plans/Goals

EOPS plan to provide a supportive, student-centered environment to low-income, first generation and historically disadvantaged students by promoting access, academic achievement, retention and overall personal success. Our vision is to insure that our previously stated mission goals are met so that we may have the personnel and funding to provide these services. Grants and Book Awards have been extremely limited and or non-existent over the

last few years. Providing these services/requirements has recently become even more crucial with the implementation of the Student Success Initiative. EOPS envisions adequate counseling and support services such as grants and book awards within the department being more available within the next few years. This goal can be achieved with increased funding from the State Chancellors Office as well as funding allocated from the college as a commitment of support for categorical programs.

STAR TRIO

Program Overview and Description

- <http://www.sdmesa.edu/star>

STAR TRIO is a federally funded TRIO Student Support Services program that provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education. The goal of STAR is to increase the college retention and graduation rates of its participants and to facilitate the process of transition to the four-year university.

Strengths

The STAR TRIO program has existed on the Mesa campus for over 30 years and has helped thousands of students successfully graduate and transfer to the four-year universities. STAR TRIO students continue to outperform their comparison group and the general Mesa College student population in persistence, academic outcomes, and awards/transfers.

The STAR TRIO program has dedicated space where students can study, hang out, and meet other students. This creates an opportunity for students to connect, creating a sense of belonging.

Challenges

The STAR TRIO program is operating on a reduced budget since 2012. Ninety-five percent of the STAR budget is accounted for in contract salary and benefit costs. In order for the office to remain open during regular office hours, additional support is required. The STAR TRIO grant expires this year in August. No additional funds were provided to support the grant writing effort. If the program is not refunded, we do not know what will happen next. STAR TRIO will not know if it refunded until August of this year.

External Influences

As a federally funded Department of Education TRIO Student Support Services grant, we must abide by federal rules and regulations. We must reapply for grant funding every five years. This is our final contract year.

SLO Assessment and Implications for Practice

With the goal in mind of collecting information that could be used to directly improve our services to students, we conducted SLO's to gauge the confidence of our staff and students.

Specifically, students confidence to be successful and staff confidence in assisting participants. This ties in with the goals of SSSP in regards to completion. Students who can feel confident in their goals are more likely to be successful in reaching and completing them. Student Equity is also tied in given the focus on completion of our non-traditional student population. In addition, we gauged students ability to understand transfer requirements. This ties into our program goals, SSSP and Student Equity completion as well.

Future Plans/Goals

If refunded, STAR will continue to offer support services to 225 low-income first-generation students and students with disabilities. The core services (as required by the grant) will continue to be academic advisement, tutoring, and financial education and assistance with the goal of graduating and transferring program participants. Since the budget is limited, support from the campus will continue to be needed. Currently, the campus has supported the position of the Adjunct Counselor and a 50% classified position. Our goal is also to improve hourly staff's confidence to assist program participants and increase outcomes for students.