

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S CABINET
2010-2011 PROGRAM REVIEWS
Program/Service Area Summaries (Alphabetic Order)**

American Sign Language/Interpreting

Our program has worked for almost 15 years to obtain a lab for our students so that they can increase their skills in American Sign Language and interpreting. This will finally come to fruition in the fall 2011. We have revamped our courses so that they meet the requirements of programs across the United States for transferability and will have 5 credits in each course. (4 credits for skills classes and 1 credit for lab = 5 credits per language.) We have also modified our course description that states that the interpreting classes are to be modified for Deaf students working to achieve the Certified Deaf Interpreter (CDI) certificate. Our most pressing need is to complete the Taskstreaming. This very time consuming task. After several workshops and hours of training we are still struggling to complete this monumental task.

Child Development

Significant features of the program:

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

The program assists students to obtain employment by offering practical and hands-on training that the students can translate into real life problem solving strategies at their work site. Child development classes are arranged sequentially to meet the requirements of various types of certificates of completion and achievement on the CA Child Development Matrix. Child Development 101, Human Growth and Development and CHIL 141, Child, Family and Community have been articulated as general education requirements. By following this career ladder the program supports vocational training and offers opportunities to transfer to four year institutions for women, single parents and minority students from a variety of cultures. Financial aid is offered in the form of scholarships, stipends and grants through various agencies as mentioned hereafter.

The Mesa Child Development center serves as a lab school for students in the child development department as well as a child care facility for all Mesa students taking classes on campus.

Pressing Needs:

An increase in FTE to restore our class section offerings to the pre-fiscal state crisis levels of the past. Hire additional fulltime faculty to assist in teaching classes on campus, review and write curriculum, mentor students, help with triennial course revisions and assist with writing and implementing student learning outcomes.

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

The Center Director position and the ILTs (teachers) at the CDC should be made a part of the instructional general fund budget and not be reliant on the grant(s) for funding. The CDC is the lab component of the Child Development program and should be a line item in the general fund budget for our program.

It is disheartening to continue to work on expressing our needs through Program Review when the projected future of the Child Development Center and Program remain vague relative to the college's Master Plan.

Consumer Studies

The significant features of the program include the cooperative work with other programs on campus and the program's high level of student retention and success. As is true of many programs on campus, our most pressing need is an increase of .4 to .6 FTEF to hopefully, one day, restore our class section offerings to the pre-fiscal state crisis levels of the past.

Foreign Languages, All

See narrative of section A4 above for an expanded description of the department's most significant features. Very briefly, they are the following:

- A very diverse, knowledgeable, and dedicated teaching staff
- A successful annual language conference
- A classical language component with Latin
- A high volume of Honors contracts for our students
- The second largest Japanese program in San Diego County, after UCSD
- An emphasis (compared to other colleges) in Asian languages
- A sizable number of community outreach activities
- The largest Department of Languages in San Diego County among community colleges

Regarding the department's most pressing needs, they have also been mentioned under the heading Program's Challenges above. Briefly, they are the following:

- Urgent need to hire a full-time professor of Spanish to fill a vacancy due the loss of a full time position. This loss occurred in spring 2011 and resulted from a personnel action.
- Urgent need to hire two full-time professors of French due to the retirement of the only two contract faculty we had in French.

Geography

The program's most significant feature is the diverse experience & education & dedication of its only 100% full-time faculty member and its only two long-term adjunct faculty members. This experience and education of our faculty enhances the knowledge gained by the students from the textbooks and the outside readings. It assists our students in becoming better members of our global society by teaching them not only about commonalities and differences among cultures/peoples but also how the natural world affects & impacts the lives of humans

The program's most pressing need is to hire two (or at the very minimum one) additional tenure-line faculty member, thereby allowing the program's sole 100% full-time faculty member to have more time for professional development and to have a more equitable distribution of program duty assignments (e.g. program review, SLO's, curriculum updating, adjunct evaluations, laboratory equipment maintenance/purchasing, articulation matters, lecture/lab coordination, new course development, etc., etc.).

Under the present conditions, the health of the only 100% full-time faculty member is rapidly deteriorating and he is presently under close medical care. Likewise, additional tenure-line faculty would serve to complement the knowledge and experience of our existing faculty thereby resulting in a more well-rounded, balanced, and comprehensive program.

Geographic Information Systems

The strengths of the program include increased student enrollment from 65 in the fall of 2005 to 100 in the fall of 2009 (the last year for which the program has data). The GIS curriculum is being revised to meet the two-year revision standard set for vocational programs. In addition, two new classes in Remote Sensing, which are in the curriculum approval process, were created in response to industry needs; these two courses will be incorporated in to the degree and into a new certificate in Remote Sensing. The GIS program has dedicated adjunct faculty, who are practitioners of GIS in their day jobs. The program has a supportive dean, chair and staff. The faculty are aware for the expanded local and global usage and the role GIS plays in many industries and businesses, from fire departments, to hospitals, to tracking of goods, to name a few.

Adjunct faculty participate in college and community activities. For the last three years, adjunct faculty participated in campus events during GIS week; in 2010, ESRI came on campus and created a video about GIS faculty and students, which they posted on their website. Adjunct faculty are involved in professional organizations. They participate in ongoing professional growth, some activities are within the FLEX structure at Mesa College but most takes place within the GIS regional community

The faculty are committed to multiple learning environments: online, hybrid and on campus classes and are committed to student diversity. Through TechPrep and the SB70 grant, improved articulation was established with local high schools that included training high school faculty in GIS, who then teach GIS subject matter in the high school curriculum. Through the NSF IWITTS grant, there was an improvement to student retention; while the grant focused on women in a non-traditional program, as female student success improved so did that of the male students. Through the IWITTS grant, the faculty gained a deeper understanding of the benefits of diversity and learned techniques to increase success of under-represented groups.

The primary challenge of the program is that there is no full-time faculty to provide leadership to the GIS program and to provide the expertise needed to monitor that the program reflects industry changes or to add identified new subject areas such as Global Positioning Systems (GPS). There is a need to increase the FTEF to meet student demand as the program matures. There are not enough classrooms available in the evenings to meet the demand; in lieu of more classroom space, fully online classes should be tried with careful attention to student success to see if students who are not able to take add a class can be served. There is a need for contract faculty to provide leadership and discipline knowledge expertise to align all certificates and the degree to make them "stackable."

Outreach

The Outreach and Community Relations Department has proven to be a valuable part of the fabric of Mesa College in the types of programs and services it offers to both current and prospective students. The work that is done to outreach to prospective students ensures that graduation high school seniors, current Continuing Education students, and community members at large are aware of the academic programs and support services offered at Mesa College and to instill in them the idea that higher education, for them, is a reality and not just a dream. The strength of the department lies in the staff, and their commitment to informing the community about their higher education options and their willingness to put in the work necessary to get the job done.

The department is in desperate need of an established budget to ensure that student ambassadors and contract staff have the resources to fulfill the mission of the department. An established budget is needed for any department to not only be successful, but to be functional at a very basic level. Currently, there is no established budget for the department to purchase necessary items to run the office and for the ambassadors to successfully execute the outreach work they were hired to do. Another issue that comes up every year is the inability for student ambassadors to obtain temporary staff parking permits each semester. Not having the ability to park in staff parking spaces, even though they are staff and are required to leave campus to complete their job, has had different negative effects on the students and the program. Additionally, more contract staff is needed to effectively and successfully manage and execute all the work that is expected of the department. Currently, with only one contract staff person, the Outreach Coordinator, to manage and supervise student staff while also taking the lead on all projects and events and serving as the Outreach representative on all committees, consortiums, and workgroups where an outreach representative is required, all work and responsibility for the department falls on one person. No department can run this way for long and remain effective and successful. If the issue of staffing is not addressed soon, there will be negative impacts on the department and on contract staff, including, but not limited to the department not being able to maintain the level and caliber of work that it has had in the past.

Physical Education

Our program's most pressing needs come in the form of hiring new faculty. We have recently written new proposals for Physical Education/Women's Basketball, Physical Education/Softball and Physical Education/Football to help with the demands of running a strong athletic department.

Physics

The Physics Program continues to prepare students to excel in the sciences, whether the end goal is a Certificate of Achievement, an Associate in Science or transfer to another educational institution. Students that complete courses in physics are characterized by strong analytic and organizational skills, the ability to conceptualize and mathematically model simple and complex systems, and the capacity to think both creatively and non-linearly in order to arrive at solutions. The ability to utilize the laboratory setting to reinforce concepts and calculations presented in the classroom allows students to engage with the material in ways that improve retention and increase comprehension. Dedicated faculty and staff combine to help

students develop a comprehensive skill set that will serve them in any future endeavor where logic, creativity and critical thinking are essential.

The program is currently challenged on both an equipment and personnel level. The program is hampered the most by the lack of a sufficient number of Instructional Laboratory Technicians (ILT). Since there is only one ILT for the entire Physical Science Department, there are numerous occasions where laboratory instructors in physics courses are without support during laboratory experiments, potentially impeding student progress. This occurs primarily in the evening courses, but is now also occurring during daytime classes simply because the ILT is increasingly engaged in one of many other activities he is routinely required to perform.

The ILT also serves as a *de facto* AV technician, computer technician and safety officer for the entire department. This leads to situations where the ILT has so many demands placed upon his time just to maintain the department at a functional level that it significantly impedes the ability of professors in the Physics Program to develop and explore new laboratory experiments and enhance laboratory content. This situation must be addressed if the program is to maintain its current standards of high performance. Again we would like to draw attention to the fact that this has been a critical short-term goal for the program since the 2000-2001 program review. Since that program review the situation has continued to deteriorate with an increase in FTEF served and the 2003 reduction to a single ILT with increasing demands upon his time.

On the matter of equipment, of primary concern is the fact that there are twenty five computers in K-104 which are currently out of warranty. These computers are used by Astronomy, Engineering and Physics courses. Failing equipment takes its toll on the student experience and further exacerbates the critical shortage of ILT availability. Of major secondary concern is the increase in Full-Time faculty, the increase in department laboratory offerings and the increase in instructional supply costs that have not been matched by a comparable increase in the supplies and reprographics budget. This leaves the program unable to replace consumables and life-time limited equipment in a timely manner, further impacting laboratory efficiency.

Political Science

The Political Science program fulfills a traditional role at the college, providing students with the coursework they need to transfer and to major in Political Science, and helping students acquire the knowledge of government and society that citizens and well-rounded individuals desire. We offer only four courses, an introduction to the field of study (POLI 101) and three other courses that are introductions to three of the four subfields of the discipline

The most pressing needs of the program are to maintain enrollment in our classes and to ensure that our courses continue to articulate as appropriate.

Psychology

One significant feature of the psychology program is its focus on our students' successful transfer to baccalaureate institutions to complete their undergraduate education. Research skills are also emphasized in the psychology program, and a main focus (and student learning outcome) of the discipline is to introduce students to scientific research methodology. Students are challenged to build and refine their capacities for critical thinking, rational problem-solving, and quantitative and qualitative analyses and this topic is a component of every course offered in the program. The program has also established strong links to the community through collaboration with other institutions of higher education, community social service agencies, and other educational settings (including high schools). Furthermore, since psychology's main focus is to examine and assess human behavior, psychology faculty have offered insights into the methodological challenges of SLO assessment.

In general, the most challenging issue related to the psychology program pertains to the budget and lack of funding. For the vast majority of goals (both short-term and long-term), sufficient funding is required to successfully meet those goals. For example, the lack of full-time psychology faculty, along with insufficient resources (i.e., no computer lab or SPSS software) is a major challenge to the program. The relationship between the lack of sufficient funding and the decrease in the number of full-time faculty contributes to the increased challenge of effectively running and maintaining the program in terms of its course content and offerings, and also its applications to the campus and the community.