

A photograph of a modern building courtyard at San Diego Mesa College. The building features large glass windows and a concrete structure. In the foreground, there is a landscaped area with gravel, small green plants, and concrete steps. A metal railing is visible on the right side of the frame.

SAN DIEGO MESA COLLEGE

# Educational Master Plan

2013-2019



# **Educational Master Plan**

## **2013 - 2019**

**July 2, 2014**





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# Message from the President



As San Diego Mesa College celebrates its 50th anniversary, it is with pleasure and pride that I share with you the College's Educational Master Plan 2013-2019. A culmination of more than a year of research and preparation, the new educational master plan sets the course for the College as it embarks upon the next fifty years.

With over 25,000 students enrolling each semester, San Diego Mesa College has a strong reputation as both a robust transfer institution and proven center for career

technical training in support of workforce development. Results of the educational master plan research indicate that the mission of transfer and career technical education continues to be the primary focus for the college, followed by support for a strong basic skills curriculum and opportunities for lifelong learning and growth.

As with all pursuits at San Diego Mesa College, this plan was driven by broad college-wide involvement. The Office of Institutional Effectiveness, including the Campus-Based Researcher, provided the centralized coordination for the study, conducted all research, and provided the written analysis and findings. The Educational Master Plan Steering Committee, comprised of representatives of all governance groups,

reviewed and vetted findings, worked collegially to assure that the plan was comprehensive and accurate, conducted two culminating college-wide forums, and approved the plan for recommendation to the Planning and Institutional Effectiveness Committee and President's Cabinet. The President's Cabinet reviewed and recommended the plan for final consideration and approval by the President.

The plan was heavily research-based, including extensive internal and external environmental scans, analysis of data resulting from 48 focus groups that included representation from every academic program, student services area, administrative services area, student group, and leadership group, along with input from the Community Forum and the Career Technical Education Advisory Group Forum. Strategic directions, goals, and objectives emerged from the data analysis and have come together to inform the College's overarching direction for the next six years and beyond, following its True North within the context of what industry and future needs demand. This plan is a living document that will inform annual strategic and operational planning as the College delivers upon the promises it has made to itself and the broader community.

I want to thank all of those who participated in the creation of this document; without their voices and hard work we would not have achieved the level of relevancy that we did, and that speaks to the spirit of our college.

Pamela T. Luster, Ed.D.  
President

WE ARE *Mesa*

# Executive Summary

## Key Findings from the Environmental Scan

The San Diego Mesa College campus is situated between the Linda Vista and Kearny Mesa areas in the City of San Diego. The College enrolls approximately 25,000 students each semester, the majority of which are residents of the City of San Diego. As part of the San Diego Community College District, Mesa College serves students in its neighboring communities as well as students from the larger SDCCD service area, City of San Diego, and San Diego County.

### *Mesa College Service Area*

The SDCCD service area includes most major areas within the City of San Diego (excluding Rancho Bernardo and Otay Mesa). The Mesa College service area is comprised of the following San Diego communities:

- Linda Vista
- Clairemont
- La Jolla
- Mission Bay
- Mission Valley
- Pacific Beach
- Old Town
- Navajo
- Grantville
- Serra Mesa
- Tierrasanta

Historically, the participation rate for the Mesa College service area has been higher than that of the larger city. In 2008, about 5% of residents in the Mesa College service area enrolled at the college, compared to about 3% of all San Diego city residents. By 2010, the percentage of service area residents enrolling at the College decreased to 3%, while the percentage of San Diego city residents remained stable (3%).

Over the past five years, an increasing percentage of Mesa College's students have come from outside of the Mesa College service area. By Fall 2012, while roughly two thirds of the College's students came from the SDCCD service area, just 30% came from Mesa's service area, and about one in three students came from outside of the SDCCD service area.



## Executive Summary (continued)

Over the next ten years, the City of San Diego population is expected to increase at a higher than average rate (compared to San Diego County, California, or the nation). The City of San Diego population is also projected to change markedly between 2010 and 2050, with significant demographic shifts occurring in terms of age and ethnicity. Specifically, the population of older adults (age 50 and over) is expected to increase substantially, as are the Latino and Asian populations.

In Fall 2012, 11% of Mesa College students were first-time students, and this percentage has remained relatively steady over the past five years. Another 7% were high school students concurrently enrolled at the College. One in five graduates from SDCCD feeder high schools enrolls at Mesa College within a year of graduation. Given that 12th grade enrollment is expected to remain flat in San Diego County for the foreseeable future, the number of high school graduates entering the college is not expected to change dramatically over the next several years.

Additionally, from Fall 2008 to Fall 2012, some significant demographic shifts occurred among Mesa College students. The number of students enrolling at the College increased overall but decreased for some areas within the Mesa College service area (most notably Mission Bay) but increased for areas in the City Heights, Golden Hill, Sherman Heights, Chollas View, Logan Heights, and Encanto communities. In addition, the College experienced significant growth in the number of students enrolling from South Bay (Chula Vista, National City, San Ysidro, and Otay Mesa) communities.

The San Diego economy has shown gradual improvement in the years following the Great Recession. The San Diego County unemployment rate decreased from 10.9% in 2010 and 2011 to 7.8% in 2013, reflecting national and statewide trends. San Diego County's major employers include organizations in the defense sector, hospitality and tourism, gaming, and healthcare industry employers. Jobs in the county are expected to grow at an average of 19% by the end of the decade. Between 2010 and 2020, significant job growth is projected in the areas of Arts, Entertainment, and Recreation, Professional, Technical and Scientific Services, and Accommodation and Food Services.



## Executive Summary (continued)

In addition, among the fastest growing occupations in San Diego County are Veterinary Technicians, Meeting, Convention, and Event Planners, Market Research Analysts and Specialists, Fitness Instructors, and Database Administrators. Mesa College offers academic programs leading to degrees and/or transfer to four-year programs in each of these areas.

In light of the demand for highly technical skills and a bachelor's degree in many of these occupations, the college may consider the possibility of offering bachelor's degrees in specialized, technical fields. At the time of publication, there was a bill circulating in the California state legislature (SB 850) to move forward with pilot community colleges offering specific bachelor's degree programs in technical fields, including allied health and technology programs.

Given the labor market data for San Diego County, combined with the heavily impacted programs at the largest four-year institution, San Diego State University, Mesa College is poised to participate in this pilot program should it receive approval from the state legislature.

## **Key Findings from the Internal Scan**

### ***Enrollment and Full-Time Equivalent Students***

From Fall 2008 to Fall 2012, an era marked by the Great Recession of 2008, Mesa College saw a 9% increase in unduplicated student headcount and an equivalent increase in course enrollment. During the same time period the number of White students enrolled at the College decreased while the number of Latino students increased dramatically. At the same time, the College's online course enrollment increased by 18% from Fall 2008 to Fall 2012, and in Fall 2012, online courses accounted for over one in ten enrollments college-wide. In contrast, the College's annual Full-Time Equivalent Students (FTES) total decreased between Fall 2008 and Fall 2012, largely due to the near elimination of summer term courses in 2011 and 2012.

### ***Mesa College Student Characteristics***

In a few aspects, Mesa College students resemble the "traditional college student," which largely characterizes college students as young adults (typically 18 to 24 years of age), focused on bachelor's degree programs, enrolled full-time, and enrolled primarily in daytime classes.



In terms of age, educational objective and daytime student status, the majority of Mesa students fall into the traditional college student category. Although relatively few Mesa College students enrolled in the college on a full-time basis, the majority of the college's students in Fall 2012 were between 18 and 24, and most Mesa College students identified transfer (with or without an associate degree) as their educational objective. In addition, as of Fall 2012, over one in ten Mesa students was concurrently enrolled in a four-year university, and nearly half of the College's students were enrolled exclusively in daytime classes.

However, in other aspects, Mesa College student characteristics more closely resemble those of a diverse cross-section of learners, or "non-traditional," college students. Firstly, Mesa College students have become an increasingly diverse group in recent years and now largely reflect the ethnic diversity of the greater San Diego region. For example, Latino students comprised 30% of the entire Mesa student population, a sharp increase over the 20% figure in Fall 2008. In addition, as of Fall 2012, over one in four Mesa students indicated they were the first in their family to attend college, and the vast majority of Mesa students enrolled part-time. Moreover, the percentage of first-time Mesa College students placing into developmental, or "basic skills," writing and mathematics courses remains over 60%, on average.

This information highlights the need for the College to consider the diverse cultural backgrounds, levels of academic preparation, and learning styles of its students in designing educational and support services and programs to support student success.

### ***College Progress on Core Institutional Effectiveness Indicators***

The College's 2010-2011 Strategic Plan tied specific key performance indicators to the college-wide goals identified in the 2007 Educational Master Plan. These indicators included course success rates, first-time student persistence, number of degrees and certificates conferred, and other measures of student progress and achievement. Since the 2007 Educational Master Plan was published, the College has focused a variety of initiatives aimed at improving success and achievement among students from underrepresented groups, ranging from accelerated developmental English and mathematics courses to integrated instructional and student support programs aimed at improving educational outcomes for underrepresented students.

*"...most  
Mesa  
College  
students  
identified  
transfer....  
as their  
educational  
objective..."*

*“...course  
success  
rates have  
increased by  
3% over 2008-  
2009...”*

Over the past five years, the College has made notable progress in key areas of student achievement and progress. For example, the college-wide course success rates have increased by 3% over 2008-2009 figures, and fall-to-fall and fall-to-spring first-time student persistence rates have increased by roughly 10%. Each percentage increase in these core indicators translates into progress and success for a number of the college’s students. Moving the needle in each of these areas is a significant achievement for the College, one that the College aims to build upon as it moves forward.

### ***The Vision for Mesa: Perspectives from College Stakeholders***

In order to obtain input on the College’s current status and future vision from college faculty, staff, students, and administrators, members of each department, program, and service area across the college were asked to participate in focus groups and interviews. During the focus groups and interviews, participants were asked to analyze their program or service area, as well as the college as a whole, and discuss the strengths, challenges, external influences, and vision at both levels.

On the whole, employees and students described the college as a comprehensive institution, comprised of a diverse campus community and boasting a rigorous curriculum. Students greatly valued the special programs and services the college offers to support student success, but recommended expanding these services to the larger student population. Employees noted the budget constraints linked to the Great Recession, as well as the accompanying hiring freezes for faculty and staff, among other things, as significant challenges. In terms of vision for the future, employee and student recommendations centered on the following points:

- Maintain a comprehensive community college mission
- Foster innovation across the college
- Enhance partnerships with community and industry
- Cultivate an inclusive, learning centered environment
- Strengthen communication strategies
- Provide a collaborative learning environment for students
- Build a stronger internal sense of community
- Advance the college’s reputation for excellence
- Streamline the ways in which we do our work

In addition to interviews with internal stakeholders, the College hosted community and career technical forums in order to obtain feedback

## Executive Summary (continued)

from the larger community. Several community leaders and service area residents attended the community forum, and over 20 regional workforce partners participated in the career technical forum. In each forum, the preliminary findings from the College's external scan, internal scan, and employee and student focus groups were discussed, and forum participants were asked to provide feedback on the College's vision for the future.

Community forum participants indicated they were familiar with Mesa College programs and courses and several community members shared that they had taken courses at Mesa College in previous years. There was strong consensus among forum participants that maintaining course offerings for the community should be a priority for the College in the future. In addition, community members shared an interest in attending performing arts, athletic, and other campus events, and expressed a need for additional outreach and communication from the campus regarding such events.

Industry partners who participated in the career technical forum also shared their thoughts and recommendations for the College's future. Among their recommendations was the development of bachelor's degrees for career technical areas, such as allied health, in order to meet unmet workforce training needs in the region and in the state. Other recommendations included an increased emphasis on critical thinking and communication skills, as well as student preparation for the job interviewing process.

### **Implications for the Mesa College Educational Master Plan**

The results of the external scan revealed potential for growth in specific college programs, as well as a general pattern of growth and economic recovery for the San Diego region. In addition, population projections for San Diego County point toward significant growth in the region's Latino, Asian, and older adult populations, and stagnant high school senior enrollment. At the same time, the Mesa student population is becoming increasingly diverse, and the college is drawing a larger portion of its enrollment from communities in the central and southern portions of San Diego County.

The College has made significant progress in key college-wide goal areas related to student progress and achievement over the past five years. Mesa College students and employees shared a variety of insightful



*“... Among their  
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### Executive Summary (continued)

thoughts and suggestions for the college's future, both operationally and in terms of outcomes for Mesa students. Furthermore, community and industry partners shared their vision for the future of the College by providing specific feedback on Mesa College degree programs, course offerings, workforce preparation activities, and events for the campus and surrounding communities. New strategic directions, goals, and objectives were developed and informed by the results of the external scan, internal scan, student and employee interviews and focus groups, and feedback from the community and career technical forums.



# Educational Master Plan Development

As the largest of the three credit colleges in the San Diego Community College District, San Diego Mesa College celebrated its 50th anniversary in 2014. In February 1964, the college began offering classes at Kearny Mesa High School before transferring to its present site near Tecolote Canyon. Over the years, the College has grown dramatically, both in terms of enrollment and in terms of its facilities. With funding from Propositions S and N, the college is transforming many of its instructional spaces, as well as its student services facilities and shared meeting and dining spaces.

The Educational Master Plan serves as the foundation for all college-wide planning, including the Strategic Plan, Facilities Master Plan, IT Strategic Plan, Staffing Plan, Enrollment Management Plan, Student Services Plan, and Student Equity Plan, in addition to direct and indirect impact upon annual unit-level planning via Program Review. The plan itself is informed by analysis of both internal and external data, as well as feedback from the College's students, employees, industry partners, educational partners, and members of the surrounding community. The cornerstone of the plan is the call to action in the form of the College's data-informed mission, vision, values, strategic directions, goals, and objectives.

*“The Educational Master Plan serves as the foundation for all college-wide planning.”*

## Relationships of San Diego Mesa College Planning Processes



### *Educational Master Plan Development (continued)*

The 2013-2019 Educational Master Plan process included input from a broad range of constituencies and is reflective of the input received from San Diego Mesa College campus and community members. The plan is dynamic in nature, intended to be reviewed by stakeholders at the college's annual planning retreat and updated as necessary. The Educational Master Plan was developed by the Office of Institutional Effectiveness in collaboration with the Educational Master Plan Steering Committee, and was informed by various internal and external stakeholders.

# Planning Assumptions

Although an institution cannot fully plan for all possible scenarios, it can build its mission, vision, values, and strategic directions upon a set of assumptions. The following are the assumptions on which the 2013-2019 Educational Master Plan and the College's Strategic Directions are based:

1. San Diego Mesa College functions as part of the larger San Diego Community College District, and as such aligns its mission, vision, strategic directions, and goals with those of the district.
2. San Diego Mesa College functions as part of the overarching California Community Colleges System, and as such aligns its mission, vision, strategic directions, and goals with those of the statewide system.
3. San Diego Mesa College is consistent in its practices with federal and state legislation and regulations related to community college education and with peer accreditation standards set by the Accrediting Commission of Community and Junior Colleges.
4. Student success is defined as success at various levels, including successful course completion, certificate completion, degree completion, employment, and transfer.
5. The Educational Master Plan provides a framework for college-wide and unit-level planning, and the College will invest in strategies that advance each of its Strategic Directions, Goals, and Objectives.
6. The Educational Master Plan is informed by the analysis of internal and external data, as well as input from internal and external stakeholders.
7. The Strategic Directions, Goals, and Objectives are linked to key performance indicators that will be monitored and reviewed regularly to ensure the college is making progress in each major area of emphasis.
8. The Educational Master Plan will be operationalized and advanced through the College's annual strategic planning process.



# College Mission, Vision, and Values



## Mission

San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

## Vision

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

## Values

Access	Freedom of Expression
Accountability	Integrity
Diversity	Respect
Equity	Scholarship
Excellence	Sustainability

# Strategic Directions, Goals and Objectives

**Strategic Direction 1: Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.**

*Strategic Goal 1.1: Advance and sustain delivery of courses, programs, degrees, and certificates in support of the comprehensive community college mission, including:*

- 1.1.1. Robust transfer curriculum preparing students for transfer to colleges and universities
- 1.1.2. High quality career technical education in support of community workforce development
- 1.1.3. Effective basic skills curriculum preparing students for college success
- 1.1.4. Lifelong learning opportunities to meet the needs of a diverse community

*Strategic Goal 1.2: Assure access to quality education for all students*

- 1.2.1. Participate in outreach to the community, including K-12 and Continuing Education segments
- 1.2.2. Schedule courses and provide services in modalities and day/time sequences that accommodate student needs

*Strategic Goal 1.3: Provide instruction in support of the needs of the College's diverse student population*

- 1.3.1. Implement teaching strategies to advance student retention, success, and persistence
- 1.3.2. Advance a culture of completion of educational goals

*Strategic Goal 1.4: Advance practices in support of student success*

- 1.4.1. Assure implementation of Student Success and Support Program practices
  - 1.4.1.a. Facilitate assessment, orientation, and a student education plan for entering students
  - 1.4.1.b. Provide career and transfer education
- 1.4.2. Provide student services in support of student learning
- 1.4.3. Provide library services in support of student learning
- 1.4.4. Provide tutoring services in support of student learning



## Strategic Directions, Goals and Objectives (continued)



*Strategic Goal 1.5: Assess, analyze, and act upon the college-wide, research and data-informed Student Equity Plan to assure access and success for the College's diverse student population*

*Strategic Goal 1.6: Allocate appropriate resources to deliver upon these commitments*

### **Strategic Direction 2: Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.**

*Strategic Goal 2.1: Provide opportunities for faculty, staff, and students to interact outside of the classroom or workspace*

*Strategic Goal 2.2: Support opportunities for interdisciplinary collaboration and collaboration between Student Services and Instruction to better serve students*

*Strategic Goal 2.3: Support opportunities for faculty, staff, and students to grow in their understanding of cultural competency as they build their stronger sense of community*

*Strategic Goal 2.4: Improve communication across the college, including accessibility, organization, and content of the college website*

*Strategic Goal 2.5: Assure participatory governance committee structure and transparency in decision making*

### **Strategic Direction 3: Build and sustain pathways in support of the comprehensive community college mission.**

*Strategic Goal 3.1: Collaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond San Diego Mesa College*

*Strategic Goal 3.2: Collaborate with local industries to build relationships and assure consistence with workforce needs*

*Strategic Goal 3.3: Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals*



## Strategic Directions, Goals and Objectives (continued)

### **Strategic Direction 4: Support innovation in our practices.**

*Strategic Goal 4.1: Support new teaching strategies, applied learning experiences, and engagement techniques in support of student-centered learning*

*Strategic Goal 4.2: Advance new technology applications in the classroom and on campus*

*Strategic Goal 4.3: Modernize and integrate college information systems*

*Strategic Goal 4.4: Integrate, clarify, and refine processes and decision making existing within the District-College interface to create greater efficiencies and effectiveness*

### **Strategic Direction 5: Support personal growth and professional development of our employees.**

*Strategic Goal 5.1: Build a culture of professional development and personal growth that empowers employees to set and achieve their professional goals*

*Strategic Goal 5.2: Promote professional development in teaching and learning, using technology to advance student learning, and developing engagement strategies to enhance student learning*

### **Strategic Direction 6: Serve as stewards of our resources and advance effective practices in support of accountability.**

*Strategic Goal 6.1: Provide sustainability in terms of our facilities, technology, human resources, and fiscal resources*

*Strategic Goal 6.2: Advance assessment of student learning at the course, program, service area, and institutional levels*

*Strategic Goal 6.3: Assure external accountability requirements are met.*

# External Scan

## College Service Area and Context: Who We Serve

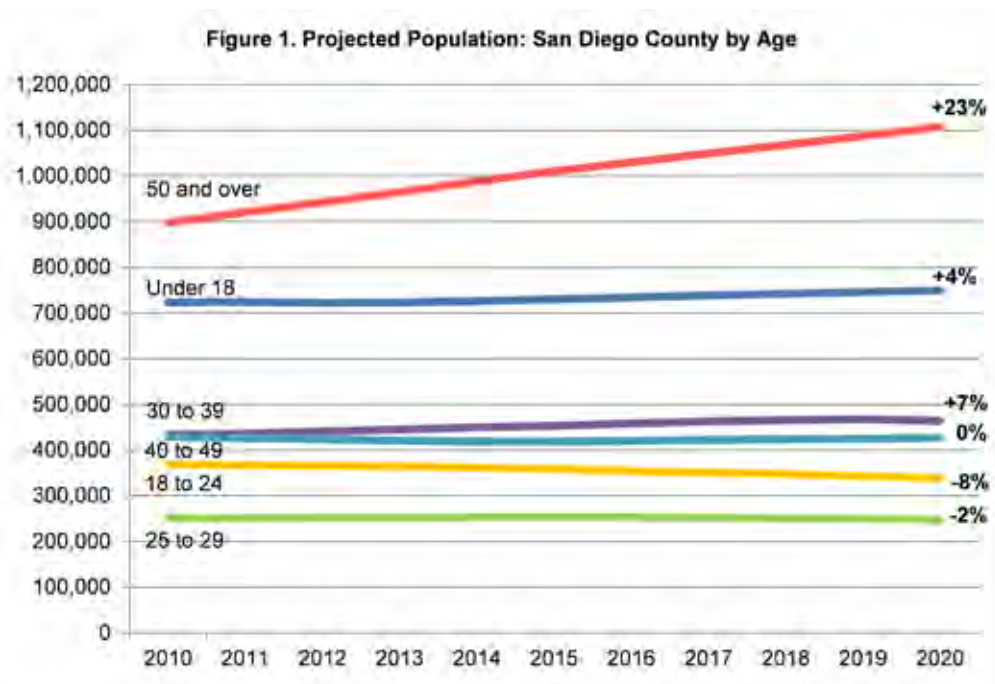
In 2010, the City of San Diego's population surpassed the 1.3 million mark, and San Diego County's population exceeded 3.1 million. By 2020, the City of San Diego's population is projected to grow by 18%, which is at least twice the rate of San Diego County, California, and the United States.

**Table 1. Projected Population Growth for San Diego County, California, and the United States, 2010 to 2020**

	2010	2020	2010-2020 % Change
City of San Diego	1,307,402	1,542,528	18%
San Diego County	3,102,745	3,333,995	7%
California	37,309,382	40,643,643	9%
United States	308,745,538	333,896,000	8%

Source: California Department of Finance; U.S. Census Bureau, SANDAG

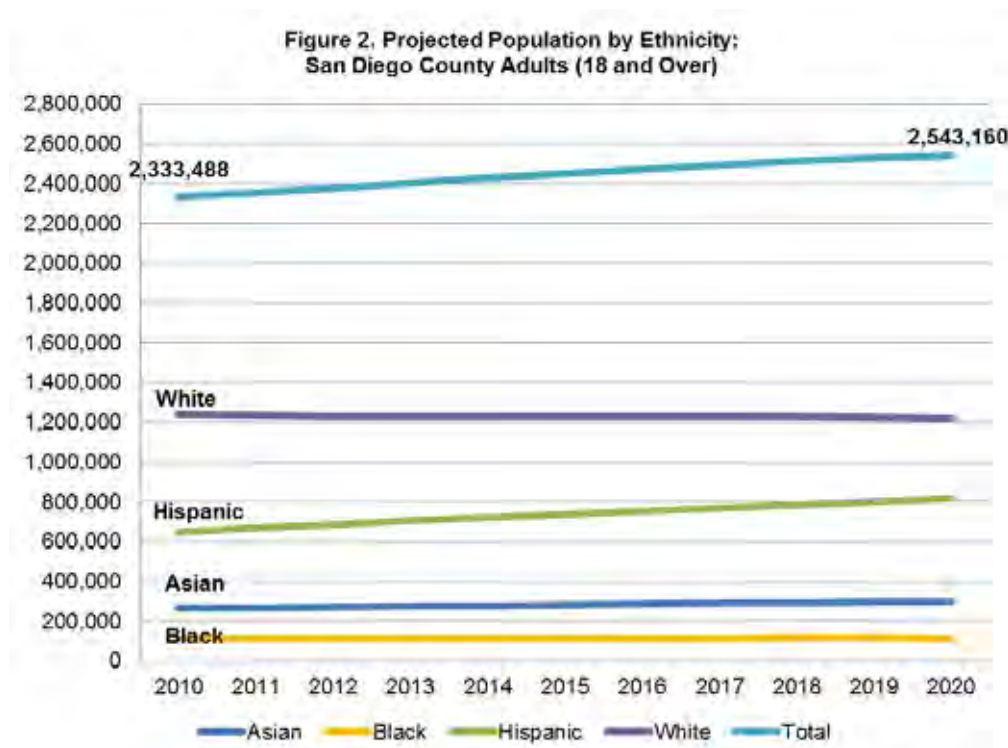
During the same time period, significant demographic shifts are projected to occur in San Diego County. Specifically, by 2020, the older adult population (age 50 and over) in San Diego County is projected to increase substantially—23% greater than 2010 figures, compared to just 7% for adults 30 to 39 years of age, and 4% for individuals under 8 years of age. Populations for other age groups are projected to remain the same or decrease somewhat by 2020.



Source: California Department of Finance

## External Scan - College Service Area and Context: Who We Serve (continued)

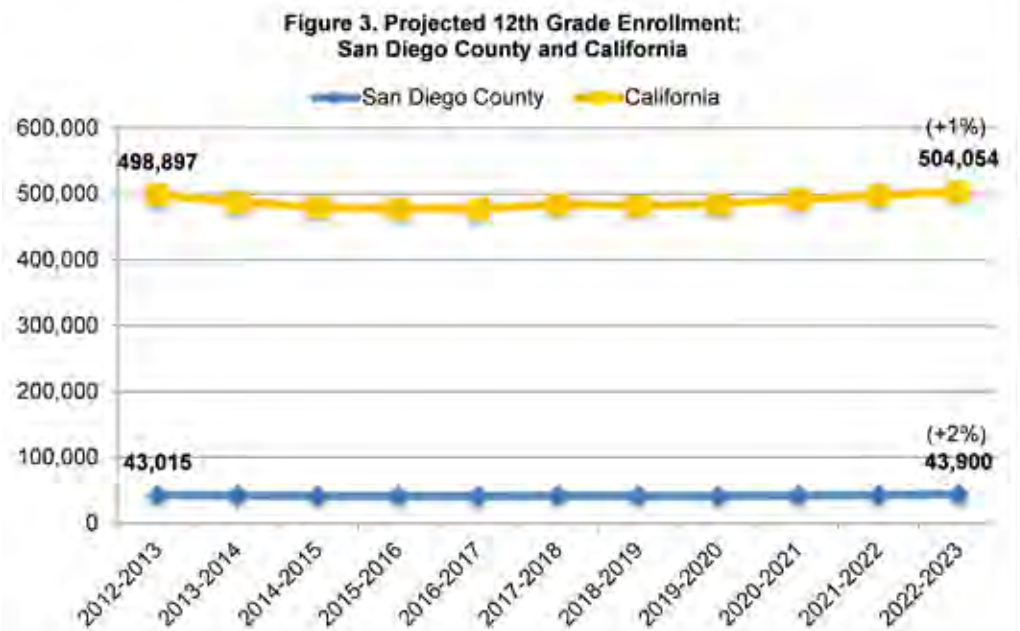
The adult population (ages 18 and over) in San Diego County is projected to see an overall increase of 14% by 2020. Much of this growth can be attributed to the significant projected increase in the number of Latino adults. The Hispanic/Latino adult population is projected to increase by 26%, far outpacing the projected growth for any other ethnic group. The Asian population in San Diego County is also projected to increase substantially (14%) by 2020, while the Black population is projected to increase by 4%. At the same time, the White population is projected to decrease by 1%.



Source: California Department of Finance

## External Scan - College Service Area and Context: Who We Serve (continued)

Between 2012 and 2022, the number of 12th grade students in San Diego County is projected to increase by a modest 2%, while the number of 12th grade students in California is projected to increase by just 1%.



Source: California Department of Finance

Overall, the City of San Diego residents tend to be relatively highly educated, with a 41% bachelor's degree attainment rate. This figure is notably higher than that of San Diego County (34%), California (30%), and the nation (28%).

**Table 2. Educational Attainment for San Diego, San Diego County, California, and the United States (Adult Population Ages 25 and Over)**

Highest Level of Education Achieved	City of San Diego	San Diego County	California	United States
Graduate or professional degree	16.6%	13.0%	11.1%	10.6%
Bachelor's degree	24.8%	21.4%	19.4%	17.9%
Associate's degree	7.6%	9.0%	7.7%	7.7%
Some college/no degree	21.3%	23.0%	22.2%	21.3%
High school graduate	16.3%	19.0%	20.7%	28.2%
9th to 12th grade/no diploma	6.4%	7.1%	8.7%	8.2%
Less than 9th grade	7.0%	7.5%	10.3%	6.0%

Source: US Census Bureau American Community Survey, 2008-2012

## External Scan - College Service Area and Context: Who We Serve (continued)

On the whole, the City of San Diego mirrors San Diego County in terms of household size, median household income, and the proportion of families living below poverty level. Compared to California and the United States as a whole, San Diego households tend to be slightly smaller and slightly more affluent. Still, about one in ten San Diego families has an income below the poverty level, a figure that is slightly higher than that of the county but lower than that of the state and the nation.

**Table 3. Household Size and Income Indicators for San Diego, San Diego County, California, and the United States**

	Average Household Size	Median Household Income	Per Capita Income	% of Families Below Poverty Level
City of San Diego	2.67	\$63,990	\$33,012	10.6%
San Diego County	2.82	\$63,373	\$30,683	10.0%
California	2.93	\$61,400	\$29,551	11.5%
United States	2.61	\$53,046	\$28,051	10.9%

Source: US Census Bureau American Community Survey, 2008-2012 Estimates

As with the rest of the nation, San Diego's economy entered a period of decline immediately following the Great Recession of 2008. Unemployment rates in San Diego County increased from 5% in January 2008 to 11% by January 2010, closely following the unemployment trends of the United States as a whole. Over the past two years, unemployment rates have gradually begun to decrease for San Diego County, California, and the United States as a whole. While California's unemployment rate continues to be higher than that of the nation overall, as of July 2013, San Diego County's unemployment rate (7.8%) mirrored the national average (7.7%).

**Figure 4. Unemployment Rates for San Diego County, California, and the United States**



Source: California Employment Development Department and U.S. Bureau of Labor Statistics

*"...unemployment rates have gradually begun to decrease for San Diego County, California, and the United States as a whole."*



*External Scan - College Service Area and Context: Who We Serve (continued)*

The decrease in unemployment rates highlights a more promising economic future for the San Diego region. In the same vein, San Diego regional employment is projected to increase 19% by 2020. Among the fastest growing industries in San Diego County are Arts, Entertainment, and Recreation (35.3%) and Professional, Scientific, and Technical Services (34.7%) areas.

**Table 4. Industry Employment Projections for San Diego County, 2010-2020**

Industry	Average Annual Employment		Change	
	2010	2020	Numerical	Percent
Arts, Entertainment, and Recreation	24,100	32,600	8,500	35.3%
Professional, Scientific, and Technical Services	117,500	158,300	40,800	34.7%
Construction	55,300	72,300	17,000	30.7%
Wholesale Trade	40,100	51,700	11,600	28.9%
Accommodation and Food Services	130,700	163,200	32,500	24.9%
Administrative and Support and Waste Management and Remediation Services	73,200	91,300	18,100	24.7%
Educational Services (Private)	25,400	31,500	6,100	24.0%
Retail Trade	130,700	161,000	30,300	23.2%
Health Care and Social Assistance	120,200	145,900	25,700	21.4%
State Government	42,500	51,400	8,900	20.9%
Finance and Insurance	41,300	49,900	8,600	20.8%
Transportation and Warehousing	19,200	23,100	3,900	20.3%
Real Estate and Rental and Leasing	25,900	30,200	4,300	16.6%
Other Services (excludes Private Household Workers)	46,200	51,800	5,600	12.1%
Self Employment (A)	109,500	122,400	12,900	11.8%
Private Household Workers (C)	16,200	18,100	1,900	11.7%
Management of Companies and Enterprises	17,100	19,100	2,000	11.7%
Information	25,100	28,000	2,900	11.6%
Utilities	7,300	8,100	800	11.0%
Unpaid Family Workers (B)	1,100	1,200	100	9.1%
Local Government	140,900	153,600	12,700	9.0%
Federal Government (D)	47,000	50,300	3,300	7.0%
Total Farm	10,500	10,900	400	3.8%
Manufacturing	92,900	93,600	700	0.8%
Mining and Logging	400	400	0	0.0%
<b>Total Employment</b>	<b>1,360,100</b>	<b>1,619,900</b>	<b>259,800</b>	<b>19.1%</b>

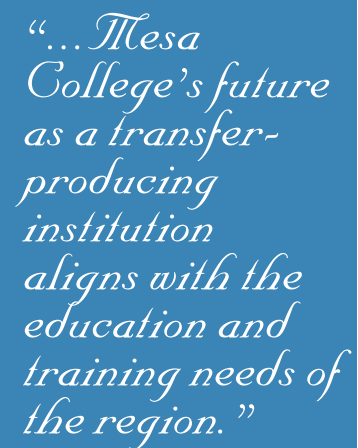
Source: California Employment Development Department



### External Scan - College Service Area and Context: Who We Serve (continued)

In terms of occupational growth, 12 of the 20 fastest growing occupations in San Diego County require a post-secondary degree or certificate, and 11 of these 12 require a bachelor's degree or higher. Among the fastest growing occupations that relate directly to Mesa College associate degree and certificate programs are Veterinary Technologists and Technicians, and Meeting, Convention, and Event Planners. Given that half of the fastest growing occupations require a bachelor's degree or higher, and that community colleges enroll roughly one third of the nation's college students 18 to 24 years of age (National Center for Education Statistics, 2013), Mesa College's future as a transfer-producing institution aligns with the education and training needs of the region. In addition, several Mesa College programs transfer students into baccalaureate programs that prepare students for employment in the following areas:

- Biomedical Engineer
- Market Research Analyst and Marketing Specialist
- Medical Scientist
- Biochemist and Biophysicist
- Software Developers
- Database Administrators



*“...Mesa College’s future as a transfer-producing institution aligns with the education and training needs of the region.”*

*External Scan - College Service Area and Context: Who We Serve (continued)*

In addition, Mesa College offers a real estate program that provides much of the essential training for loan officers and a Fitness Specialist program that prepares students to become personal trainers and group exercise instructors.

**Table 5. Fastest Growing Occupations for San Diego County, 2010 to 2020**

Occupational Title	2010	2020	Percent Change	Median Hourly	Median Annual	Entry Level Education
Biomedical Engineers	470	820	74.5%	\$43.34	\$90,137	BA/BS
Veterinary Technologists and Technicians	750	1,240	65.3%	\$17.16	\$35,687	AA/AS
Veterinarians	630	1,000	58.7%	\$35.09	\$72,999	Grad/Prof Degree
Home Health Aides	4,290	6,620	54.3%	\$10.77	\$22,400	HS or equivalent
Meeting, Convention, and Event Planners	1,060	1,600	50.9%	\$22.81	\$47,431	BA/BS
Tour Guides and Escorts	640	960	50.0%	\$11.73	\$24,397	HS or equivalent
Market Research Analysts and Marketing Specialists	4,840	7,250	49.8%	\$30.21	\$62,826	BA/BS
Medical Scientists, Except Epidemiologists	5,600	7,970	42.3%	\$37.74	\$78,486	Grad/Prof Degree
Biochemists and Biophysicists	1,840	2,590	40.8%	\$40.30	\$83,826	Grad/Prof Degree
Software Developers, Systems Software	5,950	8,230	38.3%	\$49.00	\$101,912	BA/BS
Logisticians	1,960	2,700	37.8%	\$37.93	\$78,879	BA/BS
Meat, Poultry, and Fish Cutters and Trimmers	400	550	37.5%	\$9.92	\$20,629	HS or equivalent
Fitness Trainers and Aerobics Instructors	2,590	3,560	37.5%	\$18.41	\$38,287	HS or equivalent
Coin, Vending, and Amusement Machine Servicers and Repairers	750	1,030	37.3%	\$16.43	\$34,177	HS or equivalent
Insurance Sales Agents	2,480	3,370	35.9%	\$31.66	\$65,868	HS or equivalent
Loan Officers	2,540	3,430	35.0%	\$27.77	\$57,764	HS or equivalent
Database Administrators	1,060	1,430	34.9%	\$36.70	\$76,348	BA/BS
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,640	2,210	34.8%	\$25.72	\$53,497	Postsec Award
Credit Analysts	490	660	34.7%	\$30.71	\$63,865	BA/BS

Source: California Employment, Development Department

*External Scan - College Service Area and Context: Who We Serve (continued)*

Among the San Diego Mesa College programs leading to the highest paying jobs are those in biological and physical sciences, mathematics, landscape architecture, information technology, business, and apparel and textile marketing and management areas.

**Table 6. Highest Earning Jobs Related to Mesa College Programs**

Program	Regional Job Openings	Median Hourly Earnings	Growth (2010-2013)
Biological and Physical Sciences	63	\$83.68	1%
Mathematics, General	103	\$74.58	3%
Landscape Architecture	187	\$59.82	3%
Biology/Biological Sciences, General	127	\$58.40	0%
Information Technology	896	\$45.87	4%
Business/Commerce General	2,678	\$44.05	5%
Apparel and Textile Marketing Management	246	\$43.66	8%
Business Administration and Management, General	2,855	\$42.35	5%

Source: EMSI Analyst

*External Scan - College Service Area and Context: Who We Serve (continued)*

Among San Diego County's major employers are several healthcare organizations, military installations, and hospitality and tourism organizations, including resorts, casinos, and amusement and theme parks. Several of the College's allied health programs have formed partnerships with the region's military installations, correctional facilities, and healthcare employers. Other instructional programs at the College offer internships, work experience, and field experience opportunities in an effort to provide students with applied learning experiences and help them to obtain employment in their chosen career area. Maintaining and expanding such partnerships could provide additional opportunities for student internships, work experience, and potential employment upon graduation. Future partnerships could also include those within the hospitality and tourism industry.

**Table 7. Major Regional Employers in San Diego County**

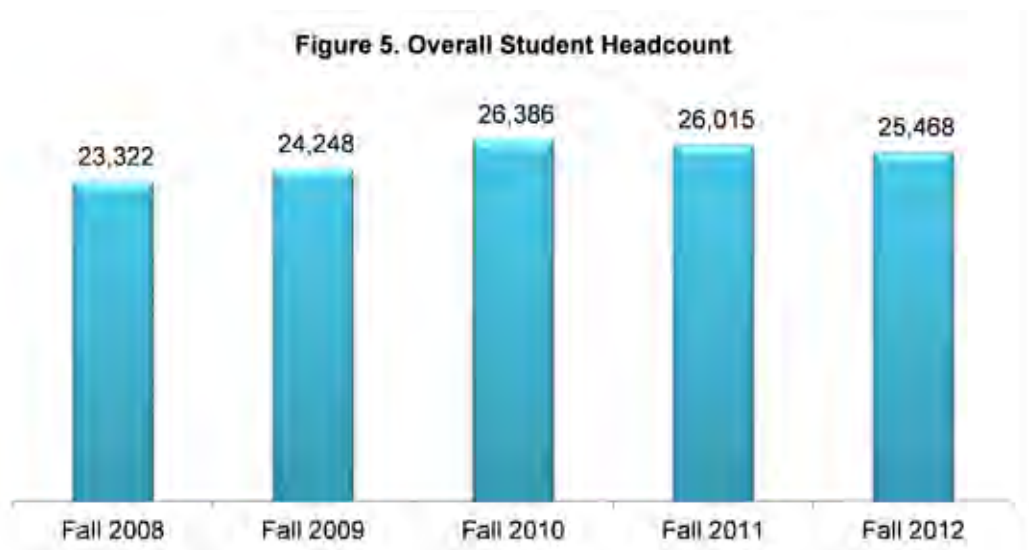
Employer Name	Location	Industry
32nd Street Naval Station	San Diego	Federal Government-National Security
Barona Casino	Lakeside	Casinos
Barona Resort	Lakeside	Resorts
General Dynamics NASSCO	San Diego	Ship Builders and Repairers
Hairspray	San Diego	Cosmetics and Perfumes-Retail
Kaiser Permanente	San Diego	Clinics
Kaiser Permanente Medical Group	San Diego	Hospitals
Kyocera Communications, Inc.	San Diego	Electronic Equipment and Supplies
Marine Corps Recruit Depot	San Diego	Military Bases
Merchants Building Maintenance	San Diego	Janitor Service
Naval Station	San Diego	Military Bases
Palomar Health Downtown Campus	Escondido	Hospitals
Palomar Pomerado Health Rehabilitation	Escondido	Rehabilitation Services
San Diego County Sheriff	Santee	Police Departments
San Diego Naval Medical Center	San Diego	Military Bases
Scripps Clinic	La Jolla	Clinics
Scripps Research Institute	La Jolla	Research Service
Sea World-San Diego	San Diego	Amusement and Theme Parks
Sharp Grossmont Hospital	La Mesa	Hospitals
Sharp Mary Birch Hospital for Women	San Diego	Hospitals
Sharp Memorial Hospital	San Diego	Hospitals
Sycuan Casino	El Cajon	Casinos
Tyco Health Care	San Diego	Manufacturers
UTC Aerospace Systems	Chula Vista	Aircraft Components-Manufacturers
Viejas Casino and Outlet Center	Alpine	Casinos

Source: California Employment Development Department

# Internal Scan

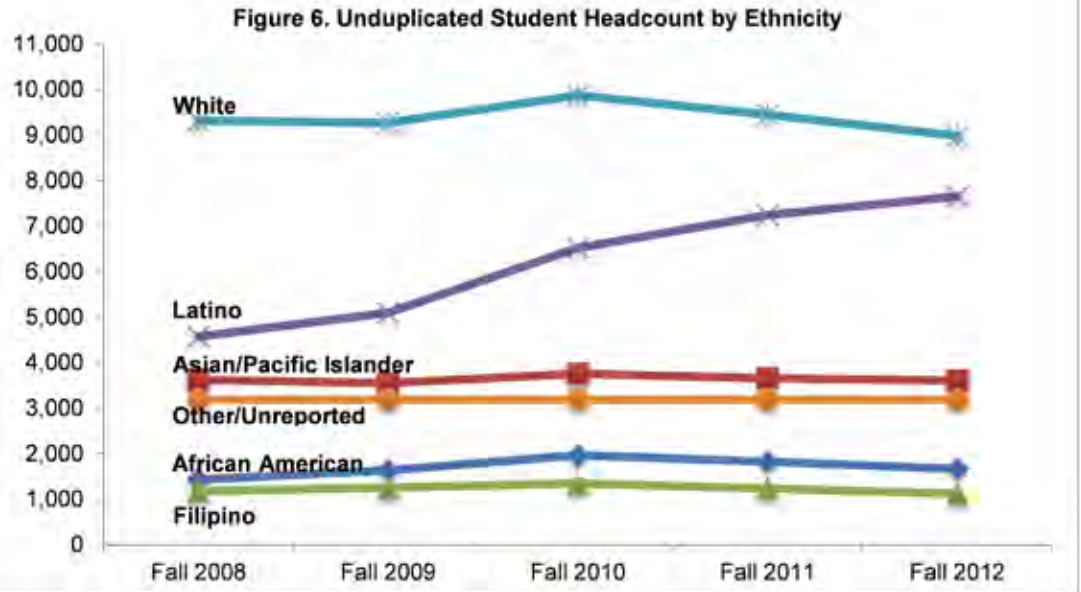
## Student Headcount, Enrollment, and Demographic Trends

Over the past five fall terms, Mesa College's overall student headcount has increased by 9%, with over 25,000 students enrolled in Fall 2012 classes at the college. Mesa's student population has become increasingly diverse over the past five years, with an increasing number of Latino students enrolling at the College. Between Fall 2008 and Fall 2012, the Latino student population increased by 67%, compared to a 9% increase in overall student headcount. Over the past five years, the Latino student population increased dramatically and the White student population decreased. In Fall 2008, Latino students comprised just 20% of the Mesa College student population; but in Fall 2012, Latino students comprised 30% of the student population. Conversely, White students comprised 40% of the student population in Fall 2008 but just 35% of the population in Fall 2012. In terms of gender and age composition, the Mesa student population has remained relatively similar over the past five years.



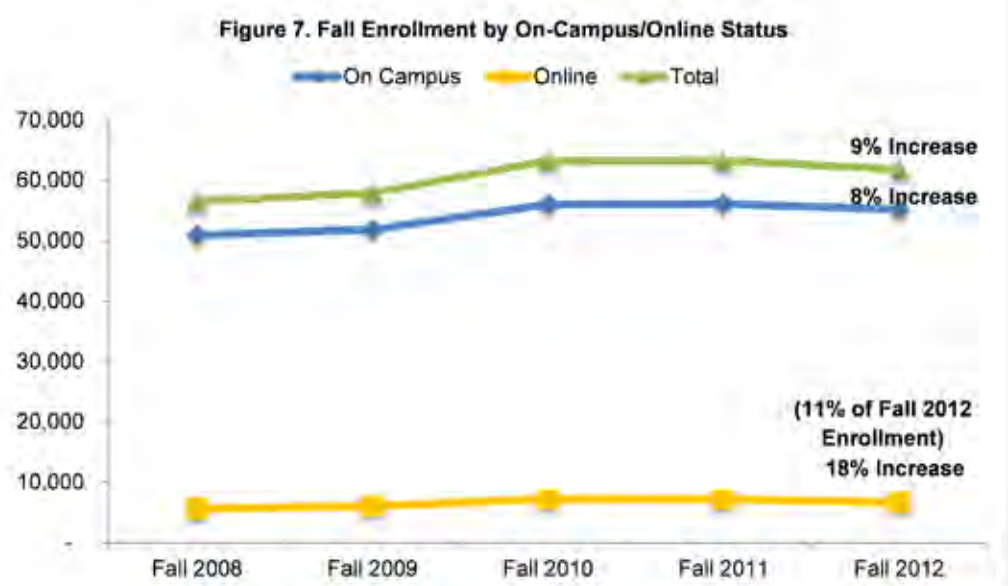
Source: SDCCD Information System

*Internal Scan - Student Headcount, Enrollment, and Demographic Trends (continued)*



Source: SDCCD Information System

From Fall 2008 to Fall 2012, the College's overall enrollment increased by 9%, with online course enrollment increasing at more than twice the rate (18%) of on-campus enrollment (8%). By Fall 2012, online courses accounted for 11% of the College's enrollment.

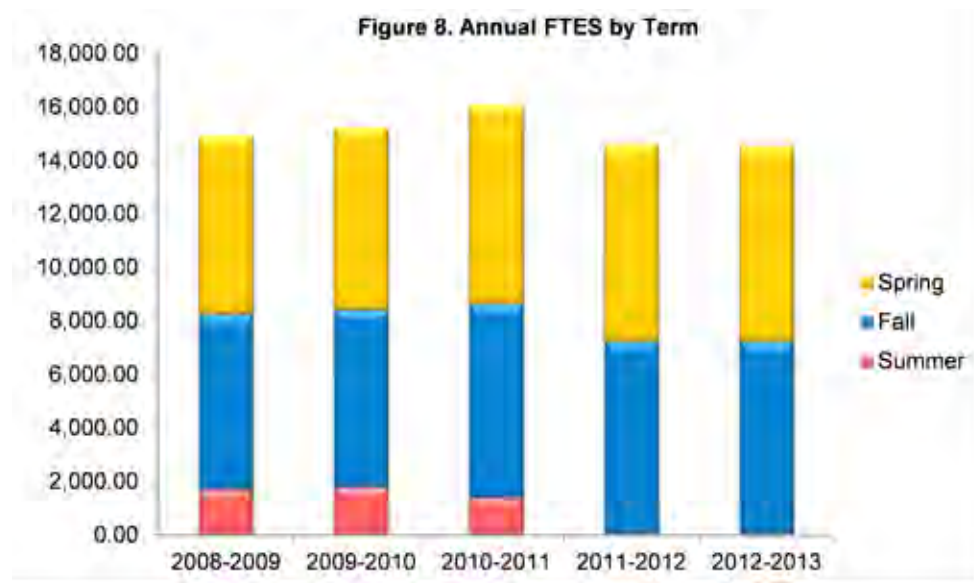


Source: SDCCD Information System



## Internal Scan - Student Headcount, Enrollment, and Demographic Trends (continued)

The College's annual Full-Time Equivalent Students (FTES) decreased by 5% over the most recent five years, largely due to a sharp decrease in summer course offerings in recent years.



Source: Office of Institutional Research and Planning SDCCD FTES Final State Report Summaries

### Internal Scan - Student Headcount, Enrollment, and Demographic Trends (continued)

The SDCCD service area includes nearly all of the City of San Diego. Mesa College's service area within the SDCCD service area comprises a large section of San Diego, stretching from La Jolla and Pacific Beach to Navajo in the San Carlos area. Mesa College's service area also includes Mission Valley. In 2010-2011, within Mesa's service area, participation rates ranged from 6% for Clairemont to 1% for the Navajo area. The participation rate for the Mesa service area overall was 4% in 2010-2011.

Over the past five years, the percentage of Mesa students coming from outside the College's service area has increased notably. Upon further examination, it appears that the number of students coming from the central (south of Interstate 8) and southern sections of San Diego County has increased significantly over the past five fall terms (see Figure 9). While the number of students enrolling at Mesa College from La Jolla, La Mesa, the Mission Bay area, and Mission Valley decreased.

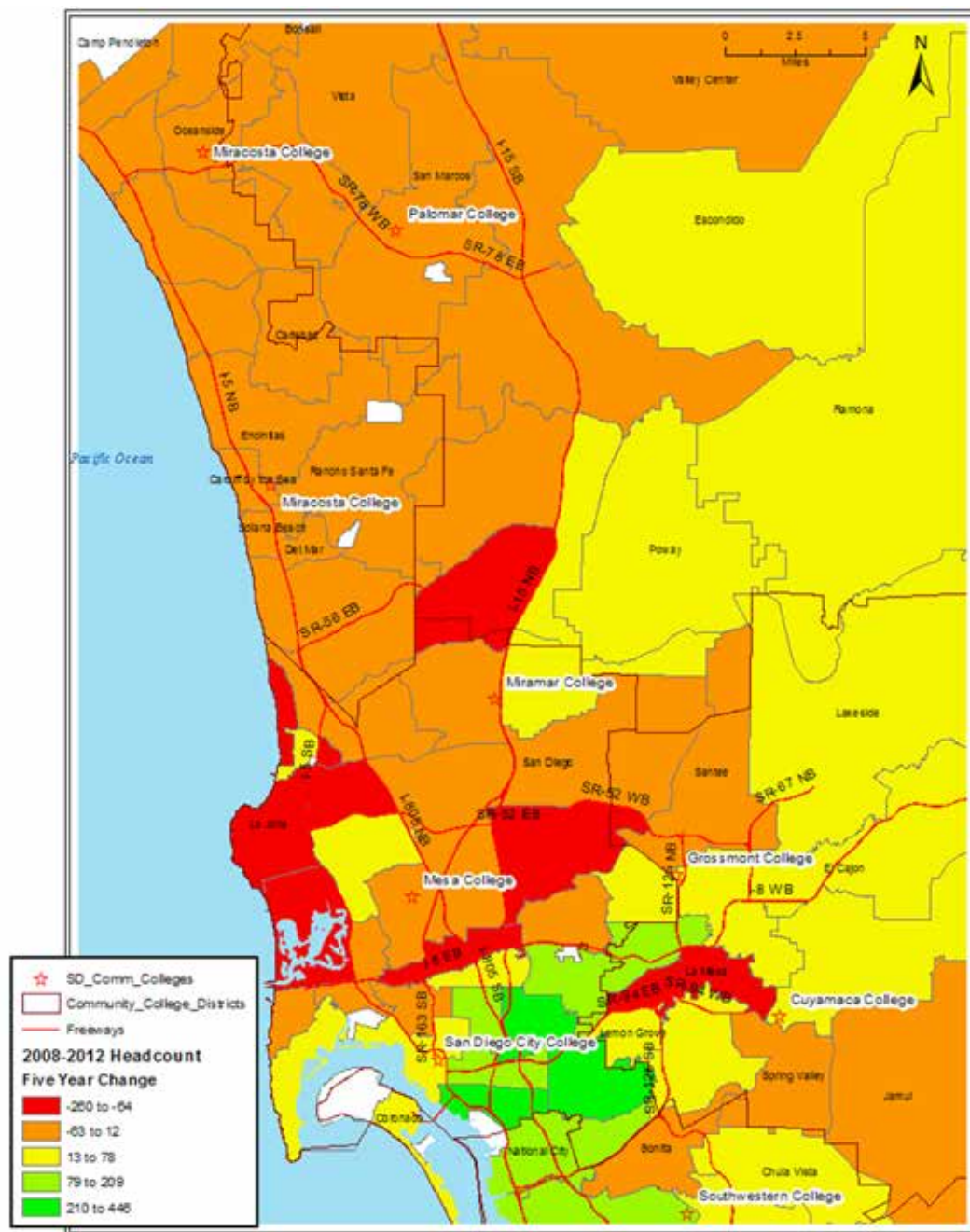
**Table 8. Mesa College Participation Rates by Service Area Zip Code/Community**

Zip Code	Community	2008 Population	2008 Adults	2008-2009 Students	2008 Adult Participation Rate	2010 Population	2010 Adults	2010-2011 Students	2010 Adult Participation Rate
92037	La Jolla	41,282	35,684	961	2.7%	46,781	40,570	754	1.9%
92108	Mission Valley	21,161	17,790	871	4.9%	18,585	17,359	791	4.6%
92109	Pacific Beach	46,635	40,628	2,119	5.2%	45,787	41,761	1889	4.5%
92110	Old Town	24,820	20,357	875	4.3%	25,341	21,521	800	3.7%
92111	Linda Vista	47,334	36,227	2,634	7.3%	45,096	35,240	2547	7.2%
92117	Clairemont	52,272	39,849	2,397	6.0%	51,332	42,132	2353	5.6%
92119	Navajo	24,411	18,705	216	1.2%	23,057	18,537	255	1.4%
92120	Grantville	26,516	21,830	479	2.2%	26,317	21,664	467	2.2%
92123	Serra Mesa	28,022	21,012	1,251	6.0%	26,823	20,771	1222	5.9%
92124	Tierrasanta	31,077	21,023	931	4.4%	30,443	21,482	834	3.9%
--	Mesa Service Area Total	343,530	273,105	12,734	4.7%	339,562	281,037	11,912	4.2%
San Diego	Entire City	1,333,617	1,018,661	29,300	2.9%	1,307,402	1,028,034	30,234	2.9%

Source: SANDAG Profile Warehouse; SDCCD Information System; US Census Bureau

Note: Excludes P.O. Box addresses and military installations

**Figure 9. Five-Year Change in Mesa College Student Headcount:  
Fall 2008 to Fall 2012**

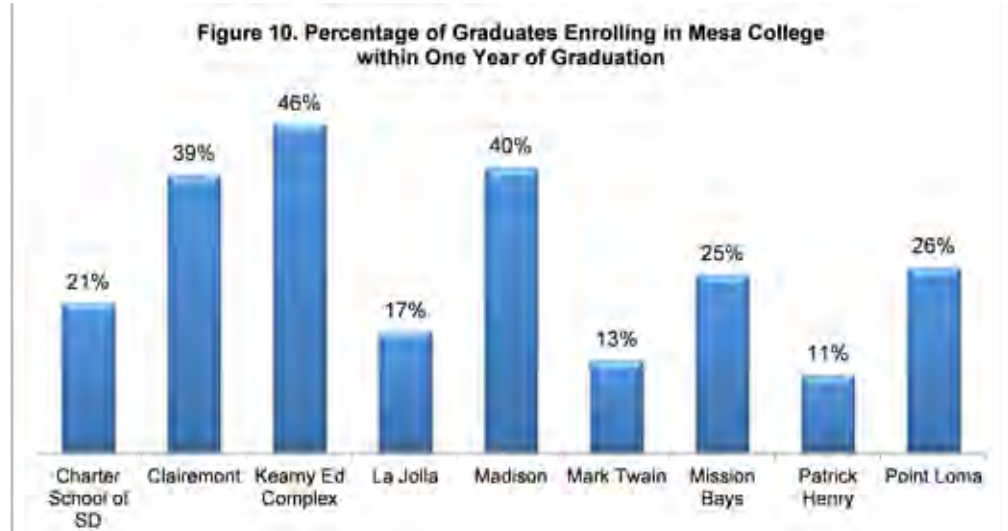


This map displays the change in the student headcount by residence at Mesa College from the fall of 2008 to fall of 2012.

Source: Mesa College Office of Institutional Effectiveness, SANDAG GIS

*Internal Scan - Student Headcount, Enrollment, and Demographic Trends (continued)*

Mesa College's service area feeder high schools include Clairemont High School, Kearny Education Complex, La Jolla High School, Madison High School, Mark Twain High School, Mission Bay High School, Patrick Henry High School and Point Loma High School, as well as the Charter School of San Diego. Of these schools, Kearny, Madison, and Clairemont had the greatest percentage of graduates that went on to enroll at Mesa College in the year following graduation (46%, 40%, and 39% respectively).



Source: Mesa College High School Pipeline Report, 2008/09-2012/13

On average, about two thirds of new students take the College's placement tests in reading, writing, and/or math. Of those who complete the reading placement test, the majority place into college/transfer-levels. However, among those who complete the writing placement test, over 60% place at developmental, or "basic skills" levels. Similarly, among students who completed the math placement test, the majority (60% or more) placed at developmental, or "basic skills," levels.

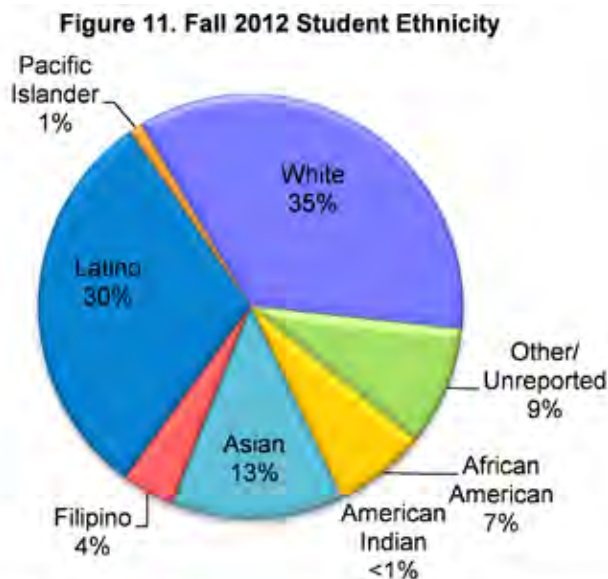
**Table 9. Placement Levels of First-Time Students, 2010/11-2012/13**

	2010/11 N=2,115	2011/12 N=2,379	2012/13 N=2,547
<b>Reading Placement Levels</b>	<b>% of Cohort</b>	<b>% of Cohort</b>	<b>% of Cohort</b>
Transfer/College Level	55%	54%	56%
Basic Skills	36%	37%	36%
Needs English Advising	7%	6%	6%
Take ESOL Test	2%	2%	2%
<b>Writing Placement Levels</b>	<b>% of Cohort</b>	<b>% of Cohort</b>	<b>% of Cohort</b>
Transfer/College Level	26%	26%	30%
Basic Skills	65%	66%	62%
Needs English Advising	7%	6%	6%
Take ESOL Test	2%	2%	2%
<b>Math Placement Levels</b>	<b>% of Cohort</b>	<b>% of Cohort</b>	<b>Number</b>
Transfer	18%	22%	24%
College Level	12%	15%	15%
Basic Skills	66%	63%	60%
Take Algebra Test	4%	0%	1%

Source: Mesa College Basic Skill Report, 2008/09-2012/13

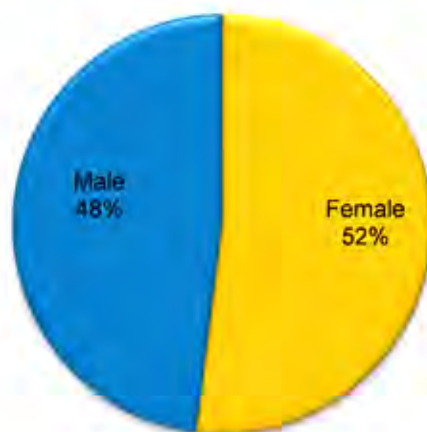
## Fall 2012 Student Profile

In order to provide a snapshot of the Mesa College student population, student demographic and academic profile information is provided for Fall 2012 Mesa College students. Over 25,000 students enrolled at Mesa College in Fall 2012. As is true for San Diego County, the two largest ethnic groups represented in the Mesa student population were White and Latino. Just over one in three students were White, and another 30% were Latino. Thirteen percent were Asian, 7% were African American, and 4% were Filipino. Among Mesa College students, just over half were female.



Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

**Figure 12. Fall 2012 Student Gender**



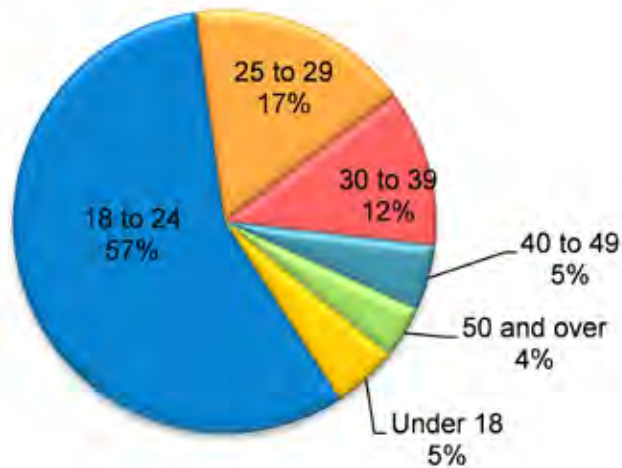
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012



### *Internal Scan - Fall 2012 Student Profile (continued)*

The majority of Mesa College students were in the traditional college student age range of 18 to 24 years. Another 17% were 25 to 29 years of age, and 12% were 30 to 39 years of age. Fourteen percent of students were 40 years of age or older.

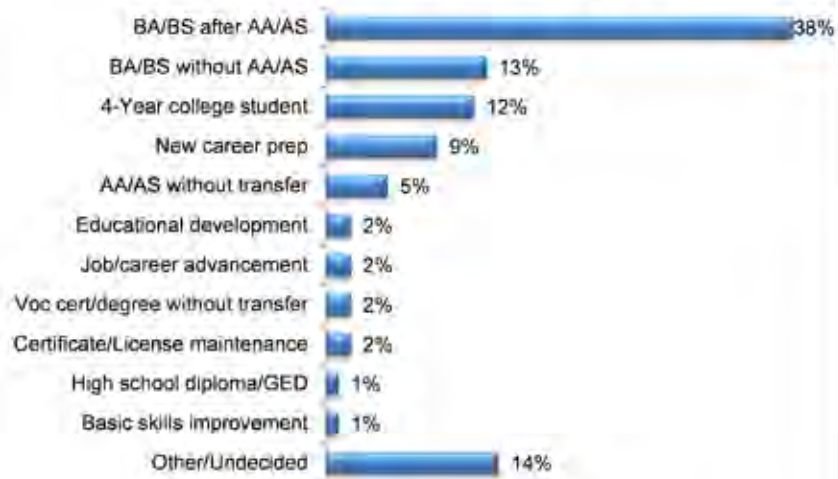
**Figure 13. Fall 2012 Student Age**



Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

Transfer remains a popular educational goal for Mesa College students. In Fall 2012, just over half of Mesa College's students intended to transfer to a four-year institution, and over one in ten were concurrently enrolled at Mesa College and a four-year institution. Another 9% entered the College seeking to prepare for a new career, and just 5% entered the college to earn an associate degree without transferring.

**Figure 14. Fall 2012 Student Educational Objective**



Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012



### *Internal Scan - Fall 2012 Student Profile (continued)*

Similarly, transfer was the most frequently identified major for Fall 2012 Mesa College students, followed by unclassified restricted technical programs (which includes allied health programs), biology, business administration, and engineering.

**Figure 15. Top Fall 2012 Student Majors**

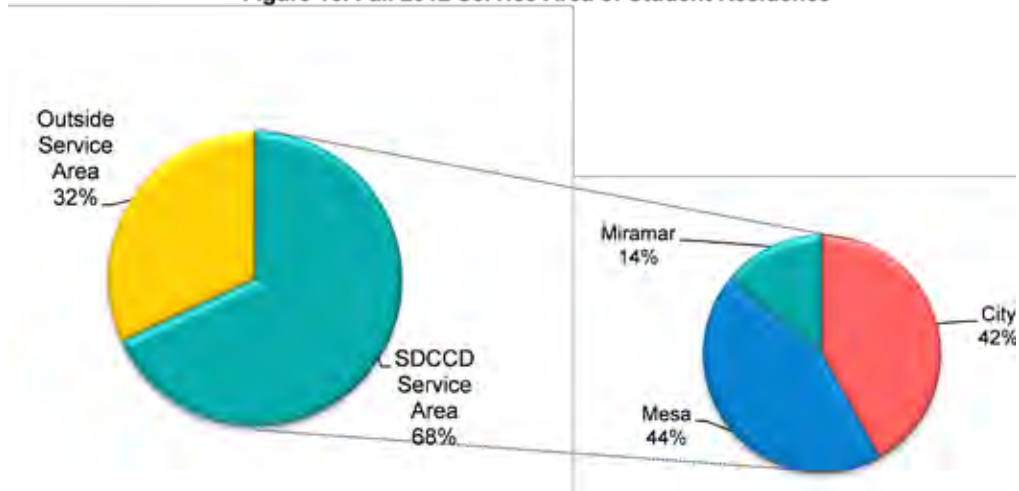


Source: SDCCD Information System; Note: Includes declared majors only

*“...transfer was  
the most frequently  
identified major  
for Fall 2012  
Mesa College  
students...”*

In Fall 2012, approximately two in three Mesa College students came from the SDCCD service area; the remaining 32% came from outside the SDCCD service area, which largely mirrors the City of San Diego boundaries. Of the Fall 2012 students who resided within the SDCCD service area, almost equal percentages resided in the Mesa College and City College service area zip codes. Over the past five years, the proportion of Mesa students coming from the City College service area and from outside of the SDCCD service area has increased, while the proportion of students coming from Mesa's service area has decreased.

**Figure 16. Fall 2012 Service Area of Student Residence**



Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

As Figure 17 illustrates, in Fall 2012, the largest concentrations of Mesa College students came from the Mission Bay, University City, Mira Mesa, City Heights, and Mid City/ElCerrito/College/Rolando sections of the City of San Diego. There were also significant numbers of students who resided in the La Jolla, Kearny Mesa, Pacific Beach, Skyline/Encanto areas.

**Figure 17. Fall 2012 Student Headcount by Zip Code/Geographic Area**

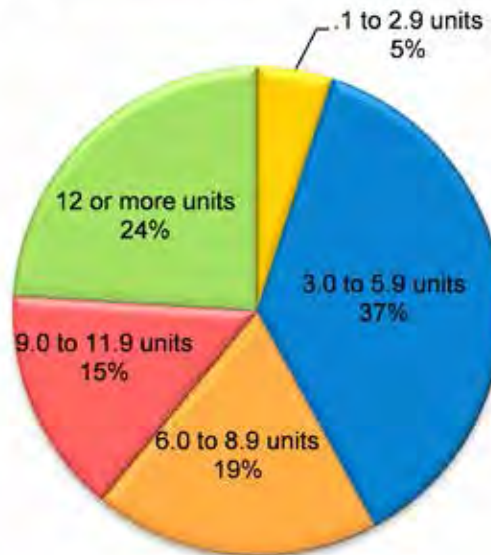


A display of the Mesa College fall 2012 headcount in San Diego County

Source: Mesa College Office of Institutional Effectiveness, SANDAG GIS

In Fall 2012, a relatively small percentage of Mesa College students enrolled full-time at the College (12 or more units). The remaining 76% of students were enrolled on a part-time basis, with the largest proportion enrolled less than half-time (3.0 to 5.9 units). It is unknown how many Mesa College students are co-enrolled at other colleges.

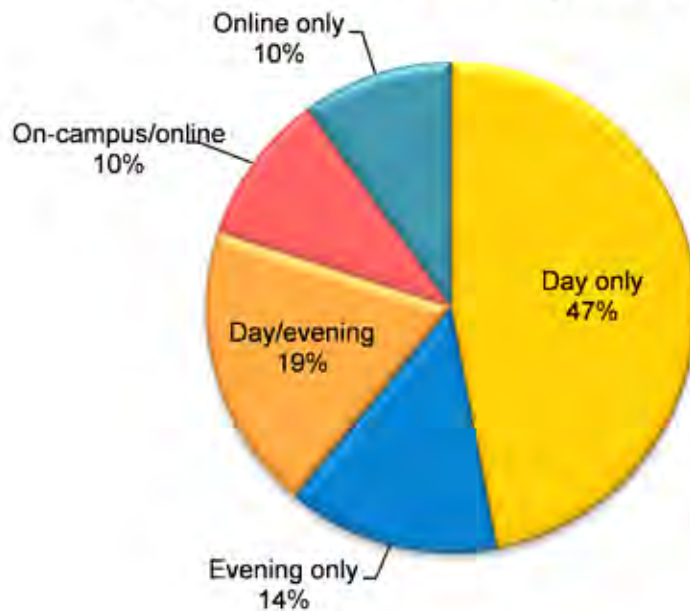
**Figure 18. Fall 2012 Student Units Attempted**



Source: SDCCD Information System: SDCCD College End-of-Term Profiles 2012

Moreover, nearly half of Mesa's students in Fall 2012 attended classes on campus during daytime hours exclusively. Another one in five students attended both daytime and evening classes on campus. One in ten students enrolled exclusively in online classes.

**Figure 19. Fall 2012 Student Day/Evening Status**

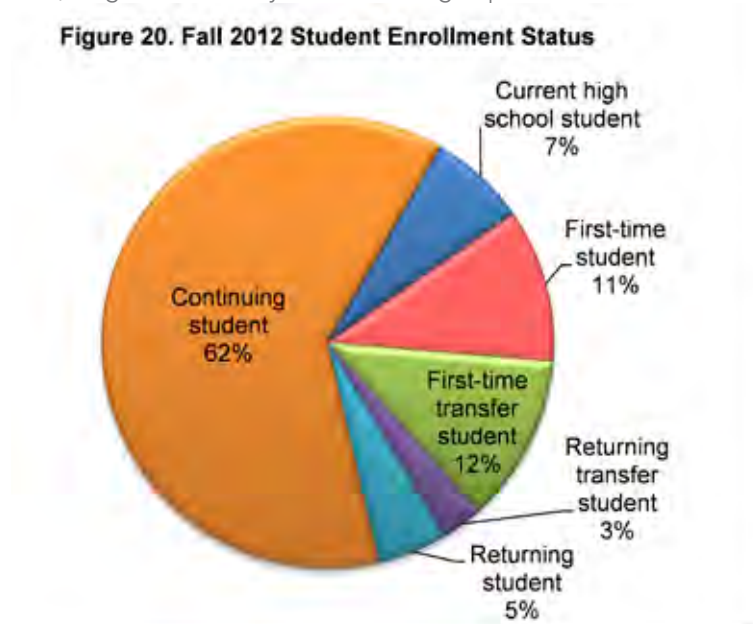


Source: SDCCD Information System: SDCCD College End-of-Term Profiles 2012

*“...Just over one in ten of the College’s students are first-time students...”*

Just over one in ten of the College’s students are first-time students, and another 12% are first-time to Mesa College students transferring in from another institution of higher education. Over the past five years, the number of students entering college for the first time has increased by 23%, far greater than any other student group.

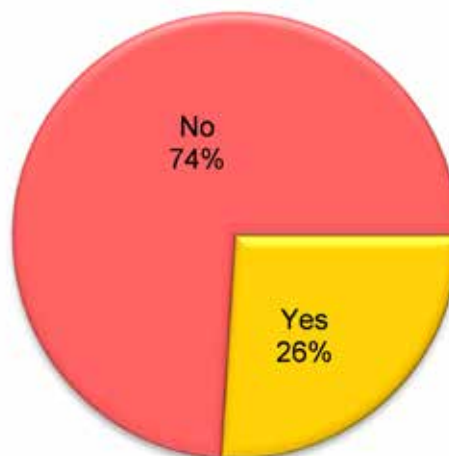
**Figure 20. Fall 2012 Student Enrollment Status**



Source: SDCCD Information System: SDCCD Office of Institutional Research and Planning. College End-of-Term Profiles 2012

In Fall 2012, about one in four Mesa College students were the first in their families to attend college

**Figure 20. Fall 2012 Student Enrollment Status**



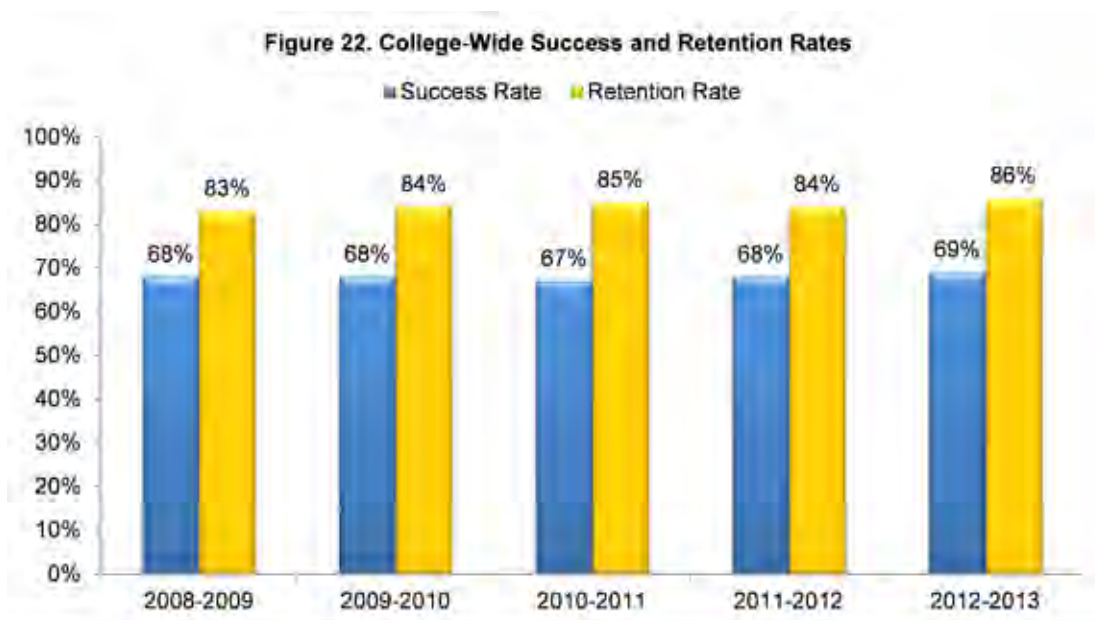
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012



## Student Progress and Achievement

In its strategic planning process, the College utilizes various indicators to measure performance related to its college-wide goals. Among the College's core indicators are success rates (percentage of enrolled students who successfully complete a class or "pass"), retention rates (percentage of enrolled students who remain in the class to end of the term), student completions (degrees and certificates awarded), and student transfers (both in numerical terms and as a percentage of a cohort). To follow up on the goals set forth in the 2007-2011 Educational Master Plan, the College tracks progress on each of these indicators over five-year periods.

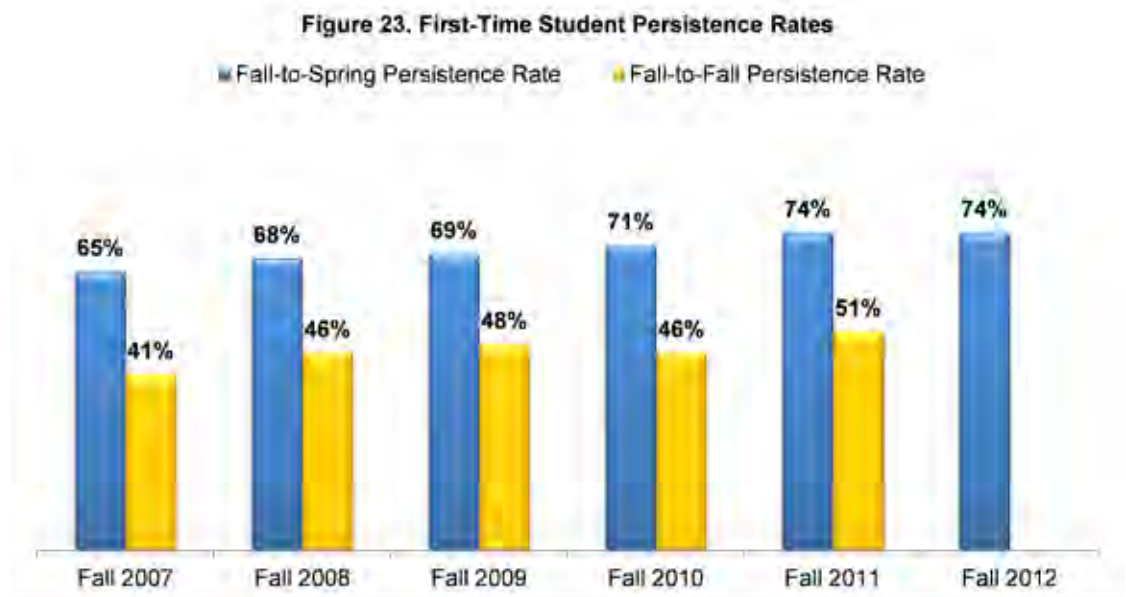
Over the past five years, success rates for the College's courses have increased slightly overall, from 68% to 69%. Retention rates have also increased slightly over the past five years, peaking at 86% in Fall 2012. Given that college-wide enrollments typically exceed 60,000, even small changes in success and retention rates can be significant.



Source: SDCCD Information System; Mesa College Fact Book

### *Internal Scan - Student Progress and Achievement (continued)*

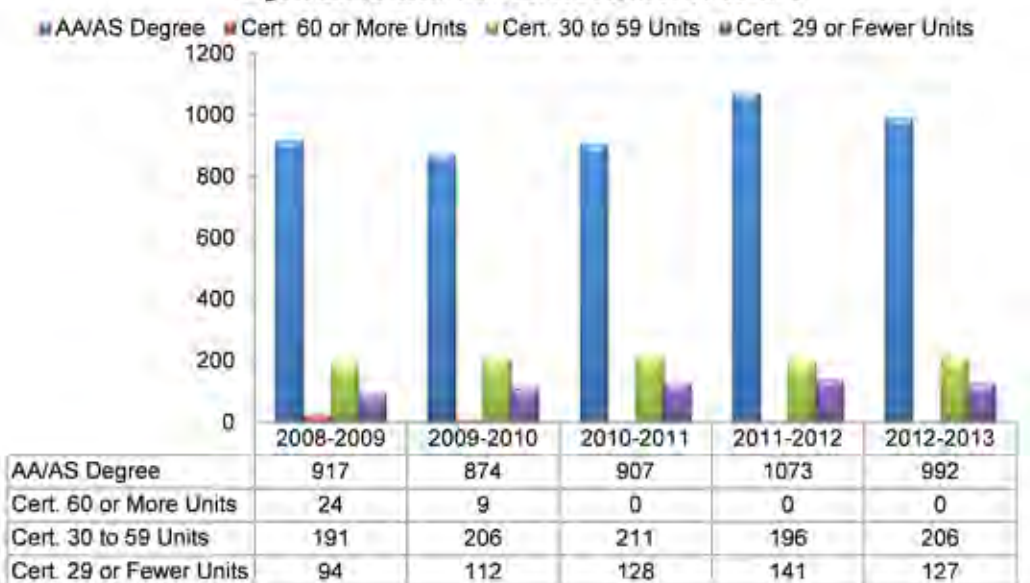
Mesa College first-time student persistence has also increased significantly over the past five to six cohorts. For the Fall 2012 cohort, 74% of students persisted to the subsequent term, compared to 65% of Fall 2007 cohort. Similarly, annual persistence rates have shown marked improvement for first-time students, increasing from 41% for the Fall 2007 cohort to 51% for the Fall 2011 cohort. It should be noted that persistence rates were examined only for first-time students who enrolled in the target fall semester (cohort year) and completed at least one class with a final grade of A, B, C, D, F, P, NP, I, or RD (Ws excluded).



Source: Mesa College Fact Book 2013

The total number of degrees and certificates conferred by the College has increased over the past five years, from 1,280 in 2008-2009 to 1,325 in Fall 2012-2013. Associate degrees accounted for the largest portion of the increase in awards conferred. Note that some students may have received multiple awards, and each of these awards is counted in this total.

**Figure 24. Total Awards Conferred, 2008/09-2012/13**



Source: SDCCD Information System; Awards Conferred Report

Among the College's 10 largest programs for degree completion are several business and social and behavioral science programs.

The Biology - Allied Health program is also among the largest programs for associate degrees

**Table 10. Top 10 Associate Degree Programs at Mesa College (Ordered by 5-Year Total)**

Degree	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Transfer Studies CSU	244	130	47	37	11	469
Liberal Arts and Sciences, Emphasis in Business	36	56	87	127	107	413
Business Administration	46	61	62	57	50	276
Psychology	39	35	49	42	44	209
Liberal Arts and Sciences, Emphasis in Social and Behavioral Sciences – Social Sciences	11	29	51	59	49	199
Biology – Allied Health	33	25	30	53	44	185
Liberal Arts and Sciences, Emphasis in Social and Behavioral Sciences – Economics	8	16	25	36	33	118
Transfer Studies Inter-segmental General Education Transfer Curriculum	54	42	10	8	0	114
Transfer Studies Other	70	27	14	1	1	113
Liberal Arts and Sciences, Emphasis in Social and Behavioral Sciences – Psychology	8	21	21	37	24	111

Source: Office of Institutional Research and Planning Awards Conferred Report, 2007/08-2012/13

Counting both associate degrees and certificates of achievement, the largest programs of study include business and accounting, social and behavioral science, and allied health programs. In addition, interior design ranked among the top ten programs in terms of total awards conferred.

**Table 11. Top 10 Programs at Mesa College Ordered by 5-Year Total of Awards Conferred**

Number of Awards Conferred 2012-13	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	5-Year Total
Business Administration	101	128	121	116	104	570
Transfer Studies CSU	244	130	47	37	11	469
Liberal Arts and Sciences, Emphasis in Business Studies	36	56	87	127	107	413
Accounting	43	46	56	47	44	236
Radiologic Technology	61	44	38	41	48	232
Psychology	39	35	49	42	44	209
Liberal Arts and Sciences, Emphasis in Social and Behavioral Sciences – Social Sciences	11	29	51	59	49	199
Biology - Allied Health	33	25	30	53	44	185
Dental Assisting	25	37	30	32	27	151
Interior Design	32	24	23	25	30	134

Source: Office of Institutional Research and Planning Awards Conferred Report, 2007/08-2012/13

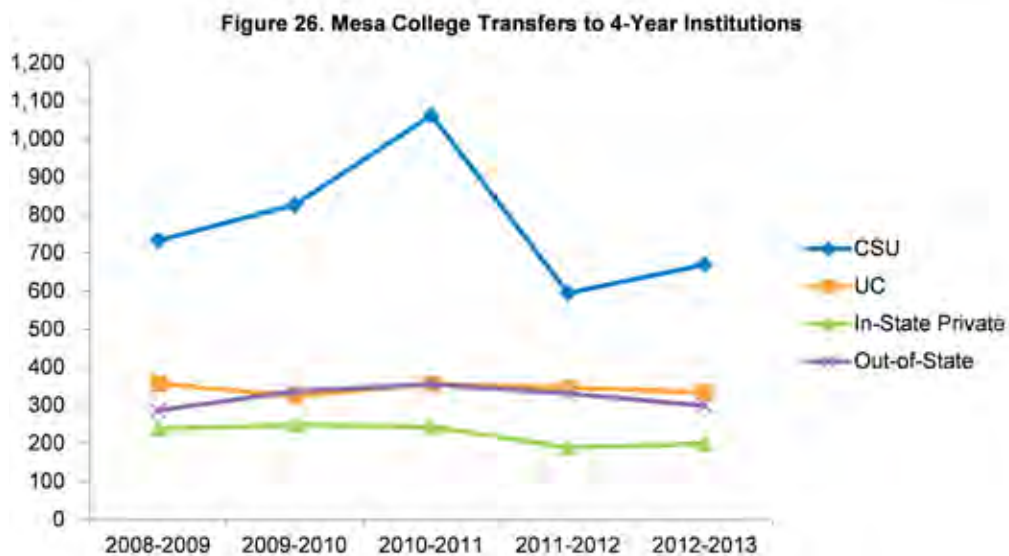
In terms of transfer, the College measures performance in terms of both volume and a cohort-based rate. The sheer number of students transferring from Mesa College to a four-year university has increased slightly over the past five years. It should be noted that transfer volume varies widely from year to year and depends on a variety of factors, some of which are external to the College.



Source: SDCCD Information System; National Student Clearinghouse; SDCCD 2013 Transfer Report

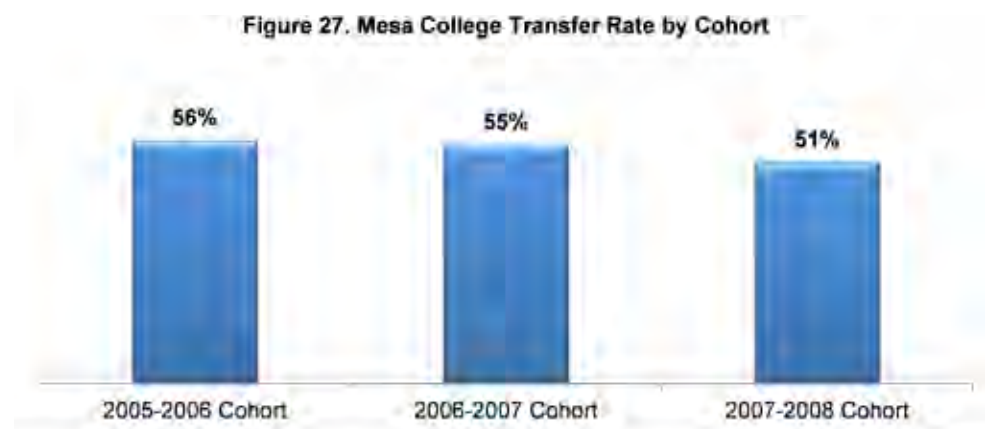
## Internal Scan - Student Progress and Achievement (continued)

Transfers to California State University (CSU) campuses comprised the largest percentage of overall transfer volume in each of the past five years. Transfers to CSU campuses increased greatly in 2010-2011. The top transfer institutions for Mesa students include the following: San Diego State University; University of California, San Diego; National University; California State University, San Marcos; and University of Phoenix.



Source: SDCCD Information System; National Student Clearinghouse; Mesa College Fact Book 2013

In order to obtain the College's transfer rate, a specific cohort of transfer-seeking students (first-time students who attempted any math or English course) was tracked for six years. Those who transferred to a four-year institution in that time period were counted in the transfer rate. The College's transfer rate decreased somewhat over the past three cohort years, from 56% for the 2005-2006 cohort to 51% for the 2007-2008 cohort.



Source: SDCCD Information System; National Student Clearinghouse, SDCCD 2013 Transfer Report

*Internal Scan - Student Progress and Achievement*  
*(continued)*

While awards conferred and transfer are key student achievement indicators, when broken down by program, they do not necessarily reflect the work that occurs in other programs across the College in preparing students for successful graduation and transfer. To capture the work of supporting academic programs and courses, overall enrollment patterns were examined. The top programs in terms of sheer enrollment include Math, English, Physical Education, Psychology, and Chemistry, among others.

**Table 12. Top 10 Subjects Ordered by 5-Year Enrollment Total**

Subject	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5-Year Total
MATH	6,191	6,225	6,840	7,253	6,985	33,143
ENGL	4,837	4,472	5,013	4,944	4,712	23,817
PHYE	3,749	3,550	4,002	3,960	3,755	19,078
PSYC	2,588	2,824	3,291	3,522	3,586	15,877
CHEM	2,530	2,310	2,528	2,339	2,297	12,029
HIST	2,038	2,177	2,439	2,468	2,278	11,762
BIOL	2,162	2,050	2,098	2,164	2,101	10,834
MUSI	1,594	1,580	1,942	1,781	1,528	9,256
ARTF	1,593	1,597	1,884	1,883	1,624	8,534
SPAN	1,271	1,245	1,427	1,544	1,572	7,690

Source: SDCCD Information System



## **Results of Student and Employee Focus Groups**

In the spring and summer of 2013, the Mesa College Office of Institutional Effectiveness completed 48 focus groups and interviews with members of the Mesa College community. Respondents included students, faculty, staff, and administrators. Interview questions pertained to current program or service area status, program strengths, challenges, external influences, and vision, and respondents' vision for the College as a whole. Each interview and focus group was transcribed, and responses were processed, coded, and analyzed by the Office of Institutional Effectiveness. Across the different interviews and focus groups, several recurring themes emerged regarding Mesa College's identity and current status, its current and foreseen challenges, and the vision for the College's future. These are discussed in the following section. Summaries of focus group and interview responses at the program or service area level are presented in Appendix A: Program and Service Area Profiles.

### **COLLEGE STRENGTHS**

#### **Dedicated to Excellence**

Throughout the various focus groups and interviews, Mesa faculty, staff, students, and administrators consistently described the College as a high-quality, rigorous institution of higher learning. In addition, faculty, students, and staff praised the College's talented and dedicated faculty and staff, and faculty noted the many achievements of Mesa students past and present.

##### ***Reputation for Quality***

In particular, faculty noted that one of the College's most prominent strengths was its reputation for academic excellence in the San Diego community, as well as with transfer institutions and across the state.

One faculty member noted:

- "We have such quality that systems (such as the University of California) notice our graduates."

A large number of faculty members lauded the high standards of the College's academic programs and courses. In support of the College's mission of inspiring and enabling student success, faculty and staff noted the importance of the ongoing facilities improvements made possible by Propositions S and N. Faculty shared:

- "The real plus of that facility is the fact we are able to look at student learning from a completely different perspective. Traditionally in a community college setting, you see student learning that occurs in the classrooms, laboratories, clinical sites, etc...A significant amount of research has shown that at least as much, if not more, student learning occurs outside of the classroom and laboratory than inside. So, we have

## Internal Scan - Results of Student and Employee Focus Groups



created a lot of different types of spaces in direct response to that: project rooms, general public areas, areas that are designated for faculty-student interactions, meeting rooms, and so forth."

- "The new building offers opportunity for increased student engagement. There is a lot of research showing the more engagement outside of the classroom (both at the campus level and with their individual professors), the better these students tend to do academically. In terms of looking forward, we are excited about the new building we are getting."
- "Our new building is going to be a big strength for us. I think that the faculty have been great advocates for our students in terms of our rooms and team rooms, and I think that this will take us to a whole new level."

Faculty members also commented on the notable achievements and the overall scholarship of Mesa students. For example, faculty members described the College's students as follows:

- "Our students really do amazing things...we have one that just got offered a doctoral program at Oxford or Cambridge. One that just finished a master's degree in social work at University of Southern California. We have [another former student] that is finishing up a master's in Communications at SDSU."
- "It is not uncommon for us to receive feedback from universities on the East Coast; they comment on the quality of our students."

### ***Talented, Dedicated Scholars and Practitioners***

Faculty members complimented their colleagues for their talent and dedication, while acknowledging their strong academic backgrounds and field experience.

- "We have an excellent core faculty who are highly competent in their fields and very committed. Every [faculty member] is actively involved."
- "Most of us are PhDs in our department and the majority have had a fair amount of prior working experience in various sectors before coming to Mesa -academic, private industry, government, non-government. [The faculty comes] in bringing in the knowledge of what's needed out there in the real world --what kind of work skills are needed."
- "There is a lot of innovation happening, and that goes back to the talent of our faculty."

## Internal Scan - Results of Student and Employee Focus Groups

- “I think one of our real strengths is our faculty. We have some very hard-working faculty; they are committed to our students...”
- “Our faculty are very innovative. They are experts in their field, they attend conferences, they are doing research, and they are staying up with all the latest developments and incorporating those into their classes.”

Similarly, students expressed appreciation for Mesa’s teacher-scholars and teacher-practitioners, and faculty and staff shared their sense of pride in the College’s highly qualified faculty.

- “I am in a Personal Growth class right now, and I love it. You are able to evaluate yourself in the Personal Growth class. The teacher that I have is great; she is open, and willing to hear our point of views.”
- “I was pleasantly surprised by the faculty here, the teachers and everything. They are really involved with helping the students reach their goals and making sure they understand the materials. That definitely helped me as a student when it comes to the expectations because it exceeded everything.”
- “I have never had a bad professor here. And everyone has a master’s degree or doctorate, and I wasn’t expecting that out of community college. They all have real world experience. A lot of them still work in their fields, so it’s really cool.”
- “In my upper division classes (like the ones I am taking now), [the teachers] are all amazing. They all know my name. I know all of them, and they are really helpful.”

### ***Committed to Service Quality***

Students shared their appreciation of the College’s special programs and services, such as Mesa Academy/Umoja, Puente, STAR TRiO, EOPS, DSPS, and tutoring, in support of their success.

- “DSPS has been incredibly supportive, no matter what issues I have.”
- “From my perspective what has definitely helped students, especially students like myself: they offer a variety of different departments here on campus that specifically will help students with certain topics: whether you are a veteran, you need financial aid, or you’re a DSPS student. Regardless of what it is, they have a department where you can go and get advice; they will really help you through it. Whenever I go into any department, they are always willing to talk to me.”



## Internal Scan - Results of Student and Employee Focus Groups



- "The tutoring center: I used it a lot for biology and one of my calculus classes. They take the time to explain how to approach problems so you can understand it and succeed in the class."
- "I am a member of the program Puente...It is a really incredible support program"

Administrators and supervisors expressed appreciation for the dedication and commitment to service on the part of their staff. Specific comments pertained to staff members' dedication to students, subject matter expertise, and passion for student success:

- "The staff is really dedicated to their jobs. This is one of the strengths: the staff is always willing to help if needed."
- "Everybody works together to make sure the needs of students are met. We have very competent staff and they are very dedicated."
- "So the strength is that invested passion in student services -in helping the student and doing things right by the student."

Other faculty, staff, and student comments pertained to College employees in general, reflecting positively on the Mesa team as a whole. Faculty, staff, and administrators noted:

- "We really believe in our students and our services."
- "There is a very high level of excellence towards our students. People at Mesa are dedicated towards the students and doing the best job that they can."
- "Our greatest resource is the wealth of knowledge of the people here: their years of experience and their expertise."

Students shared their expectations and feelings about Mesa College as a whole. Student perceptions of the College were generally positive, and some students indicated the College far exceeded their expectations of community college. Students commented:

- "When you think of community college, you don't expect too much about it. [Mesa] has exceeded my expectations, by far, in almost all fields."
- "I think Mesa College does a wonderful job of supporting their students."

Among students who participated in special programs on campus, such as STAR TRiO, EOPS, Mesa Academy, Puente, and DSPS, there was considerable consensus that the faculty and staff in these programs helped them successfully navigate their college experiences. Students praised the personalized service and support they received from these special programs:

## *Internal Scan - Results of Student and Employee Focus Groups*

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- “For me, EOPS and the STAR TRIO programs [contribute to my sense of belonging]; these are the two big programs/ services that really helped me get through the last couple semesters at Mesa.”
- “Each program has different things that they can provide. STAR TRIO and EOPS have immediate counseling available when you need it, and these are the fastest appointments that [students] can get.”
- “DSPS really worked with me to figure out what I needed in order to succeed... [DSPS] has definitely supported me and my success.”
- “The UMOJA community is really about support --supporting one another. For me, being a student activist, it really helps knowing that. For the UMOJA community, [UMOJA students] have been taking classes together, and we have been learning a lot from each other. And, from learning from each other, we also learn from ourselves.”

### **Adaptable**

Mesa College faculty and staff praised the College’s ability to adapt to changing student needs, budgetary constraints, and external agency requirements.

#### ***Focused on Our Unwavering Commitment to Quality***

Several faculty and staff members reflected on the significant efforts the College made to respond to student learning or support needs, even with full-time staffing levels restricted by the district hiring freeze. In addition, several faculty members noted that they worked with students during and outside of class to provide additional assistance to students who needed support.

- “We have a very strong adjunct population that is going the extra mile. We recently lost two full-time instructors and the adjuncts have really come together and stepped up to work with SLOs and course outlines.”
- “I also think that we have a diverse faculty and administrative staff. We have been able to meet the challenges and come through the budget crisis that really crippled a number of colleges.”
- “Despite the lack of counseling and sometimes lack of money, we have grown and developed free, online resources for students.”
- “Our strength is that I usually make sure that our staff knows that we are here for our precious commodity which is students, to provide the services they need.”

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

### ***Flexibility During Years of Budget Restrictions***

Furthermore, faculty, staff and administrators praised faculty and staff willingness to take on new or additional responsibilities to better serve students during the recent periods of budget scarcity. Moreover, faculty and staff indicated that the campus community had been particularly flexible during the ongoing facilities improvements and resultant relocation of various program and service area offices. Several College employees mentioned their program or department's dedication to serving students and to continuous improvement.

Employees commented:

- "Because we understand that is the role that our department serves, we try to be helpful and friendly and accommodating to them. We try to really guide students. We have the mindset about being flexible and accommodating to the students. The adaptability and flexibility of our department is a big strength...If we are asked to do something, we always try to do it to the best of our ability."
- "Another strength is that we try to meet students at their ground level. We don't think we are the be-all for everyone, but we are trying to be the be-all. There is always room for improvement."

In addition, faculty described their efforts to employ new and innovative approaches to teaching in order to better serve Mesa's increasingly diverse student population. Faculty members noted:

- "One of the major strengths that we have is bridging the traditional academic learning experience with experiential learning. For our department, this has been very valuable in terms of gaining students' continued interest and growth in our program."
- "In terms of our academic disciplines, we are very flexible and make those bridges. I think that is something that the campus is constantly trying to do. With every renewed mission statement, it is about building bridges across disciplines."
- "Our faculty are very good at taking time with students, instead of rushing them off. We have personalized mentoring and this has been a historical element of our department."
- "In terms of what we have done to innovate and push ourselves to do more things with basic skills, we have been rising to the challenge."



### ***Responsive to Increasing External Demands***

College faculty, staff, and administrators also described the College as responsive to external demands, such as learning outcome assessment, state requirements, and national accountability mandates.

## **Transfer-Oriented**

### ***Strong Preparation for Transfer***

Mesa faculty and students emphasized the importance of the College's strong academic programs in student preparation for transfer. Faculty members shared that Mesa's positive reputation and ability to articulate curriculum with that of four-year institutions provided a solid foundation for student transfer. Faculty members noted:

- "The strength of the [engineering] program is offering the number of courses that are needed for transfer to 4-year institution... We transfer students to UC Berkeley, UC Davis, UCLA, Purdue University, University of Boulder (Colorado), and Yale. [The program] is a very good program."
- "The strengths of the program: that we do a really good job training for transfer. If [students] survive Mesa, then they can survive any program anywhere."
- "Our program does a good job preparing students for transfer, as far as the classes we are able to offer."
- "The reputation of the faculty at universities and colleges, the collegiality and the relationships that we maintain, and our reputation for the quality of the students that we are transferring to other programs, is very high."
- "We have strong transfer agreements with many [transfer] schools, including the four major public schools. We have strong transfer tracks..."
- "[We] have a solid set of courses that transfer pretty easily and we meet transfer requirements."
- "Another strength is bringing in people (who we hire) that have the needed rigor to adequately prepare our students for transfer. Our students come back and tell us that they are prepared very well."

### ***Positive Transfer Outcomes***

In a similar vein, faculty praised the College's comparatively high transfer rate and volume as prominent institutional strengths. Faculty commented:



## Internal Scan - Results of Student and Employee Focus Groups (continued)



- "I think the strength of the program is the transfer rate, one of the best at the College. People actually complete the program and transfer."
- "We have highly-qualified faculty. As a result, we offer robust and diverse transfer curricula; consequently, we have very strong transfer outcomes."

### **A College Rich in Diversity**

Faculty and staff expressed appreciation for the College's diversity in its practitioners, perspectives, and experiences, and in terms of the student body.

#### ***Diversity in Faculty Training, Experiences, and Perspectives***

Instructional employees indicated that diversity of thought and faculty training or experience was one of the things that made Mesa stand out as an institution of higher learning. Faculty commented:

- "One of the strengths is that we have a creative faculty, a dedicated faculty. We have a diversity of opinion, but I think that over the years that has strengthened us."
- "Our strength here is that we have a strong faculty and they provide a variety of backgrounds. Each of the teachers grew up in different environments and they bring interesting perspectives to the students they teach."
- "The faculty come from a variety of backgrounds --I think that is a real strength. [They] have different perspectives."
- "I think the strength of our college is that we have a diversity of programs that meet the needs of the community and transfer needs [of students]. We are considered one of the leading community colleges in the state in both of those areas."

#### ***Diversity in the College's Student Population***

Faculty members also valued the College's diverse student body and the richness this diversity brought to the educational experience.

Faculty shared their thoughts:

- "Our student body is diverse, which makes it pleasant in the class and I think we have a lot of success within our program and within the community as well."
- "One of the major strengths of the program is definitely our students. Especially in the last few years, I have seen a nice, diverse population."

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

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Furthermore, faculty, staff, and administrators took pride in the College's ability to serve the diverse population of students at Mesa. Employees commented:

- "Diversity of students is really important. They come with different levels of training, expertise, competence, language ability, etc. However, the strength of our discipline is recognizing this so that we can have a better/different sensitivity than other disciplines."
- "We are proud of our ability to serve a diverse group of students. There are different pathways for each student we are proud to be a part of."

### **A Comprehensive Community College**

A number of students indicated the College's course and program offerings were among their primary reasons for enrolling at Mesa. A few students indicated that they started at other colleges and came to Mesa for specific degree or certificate programs or for courses in which they were unable to enroll at other colleges.

#### ***Breadth and Depth of Course and Program Offerings***

Faculty noted the importance of maintaining a comprehensive community college in terms of the number and the breadth of programs and courses offered at the College. Faculty members commented:

- "The diversity within our schools, and I do not just mean the traditional diversity of ethnic or cultural groups, which we do have...we are diverse in the academic sense [and this] is a critical item."
- "Although there are other campuses in San Diego that offer [program] courses, I think we are still at the forefront in the diversity of classes that we have and the number of courses that we have."
- "Because of our faculty diversity, we offer a good breadth of courses --and I hear that from students quite a bit. Rather than going to another school, students find that they can take a lot of courses here."
- "We are a comprehensive college. You can get what you want when you come here."

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

### ***Variety of Learning Opportunities for Students***

Faculty mentioned the breadth of learning opportunities, teaching styles, approaches to learning, as well as a multi-faceted curriculum as major strengths for their programs. Faculty members also described these features as relatively unique to Mesa College, as they were not standard approaches at other institutions. Faculty commented:

- “The fact that we can offer so many different educational activity classes that appeal to so many different students on our campus -I think that is a huge strength for us.”
- “Major strengths, I think, are breadth of classes that we offer. We have the ability to meet the needs of students that want to see in that very broad sense of being able to combine research with individual work or community or clinical work.”
- “One of our strengths is that because we have so many sections, students have the opportunity to find the one teaching style/learning combination that will work for them.”

### **Robust in Our Workforce Preparation**

In discussing the College’s strong academic programs, several faculty members referenced the workforce preparation and applied learning experiences the College offers. Faculty members commented on the positive reputations of programs in the surrounding community, and reflected on the comprehensive curriculum and training offered within Mesa College’s career technical programs.

### ***Positive Program Reputation in the Community***

Faculty members mentioned specific academic and vocational programs with connections to industry, internships, and programs at four-year institutions. Faculty members commented on the strong reputation of these programs in the surrounding community:

- “We offer quality career technical education programs, and have a reputation in the community for those programs.”
- “The community feedback is really strong. Our graduates that are hired -we get feedback that they are fantastic and at the top of their field.”

### ***Comprehensive, Real-World Curricula***

Faculty members also emphasized the balanced approach of Mesa’s career technical programs, with the focus on practical applications and real-world experiences, as benefit to both the students themselves and the community:

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

- “We have a real presence in our surrounding community... We are putting those people out into the workforce, but we also have a real presence with bringing in high-schools. I think that one of our strengths is that we are out there, in the forefront with our community. I think it helps our campus in a global way in terms of students.”
- “We do have a wonderful teaching policy in our program that we don’t teach to the state boards or the national boards. We teach to the career...a strength is that we teach our students to the career so they have a well-rounded, great foundation.”

## **KEY CHALLENGES**

### **The Lingering Effects of the Economic Downturn**

Students and employees mentioned several factors related to the recent economic downturn as some of the most significant challenges they faced at Mesa College. Among these factors were cuts to course sections, and thus reduced access to courses, unsustainable faculty and staff workloads which was related to district-wide hiring freezes, and outdated equipment and supplies, for which there was little to no funding for replacement. In addition, faculty and staff cited the reduced access to four-year universities for transfer students as a significant challenge for Mesa College students.

#### ***Limited Access to Classes***

The economic downturn had a significant impact at Mesa College, resulting in major reductions in course offerings, summer term classes, and hiring freezes for faculty and staff. Students shared some of the challenges they faced as a result of the budget reductions, including difficulty enrolling in key courses for degrees and transfer and extended period of time required to complete an academic program of study. Students explained:

- “I was expecting to finish quicker. I didn’t expect them to not have classes in the summer.”
- “Not having summer classes really set me back; that’s why I’m still here for three years. Not having summer classes is a big thing.”
- “The only problem I had at one point was that there was a lot of budget cuts. You would expect to get into a class, and then you can’t...”
- “I was unable to take as many classes as I wanted to because most of the classes had already been filled.”



## Internal Scan - Results of Student and Employee Focus Groups (continued)



### ***Increased Faculty Workload***

Furthermore, faculty and staff in several programs and service areas noted the disproportionately high workload assigned them during the hiring freezes. Faculty noted that a full-time teaching load, in addition to an increasing array of out-of-class responsibilities, was far too great a workload for a severely limited number of full-time faculty members to accomplish. At the time of the interviews and focus groups, in some small academic programs, a singular full-time faculty member carried the responsibility for learning outcome assessment, program review, collaboration with industry and four-year faculty counterparts, and curriculum review and development. This increased workload, in addition to regular instructional responsibilities, served as a significant challenge for these departments. Faculty commented:

- "Taking on additional responsibilities is challenging. We are spread pretty thin."
- "The existing workload, though we have always been happy to do it, it is starting to wear people thin."
- "The biggest problem that I have in my program is two-fold. One is the fact that I am it—I am the only full-time contract faculty here. I have to manage 26 adjuncts, and at the same time have to manage everything else."
- "The burdens that have been put on us, with the reduction of faculty and the same amount of work still has to get done, has made everything much more difficult."

### ***Hiring Freezes for Full-Time Faculty and Staff***

Some faculty members cited the need to hire additional full-time faculty to bring new perspective and experience to college programs, processes, and operations. Some faculty also mentioned the need to bring in new full-time faculty to maintain their programs after impending faculty retirements:

- "We urgently need to receive authorization for tenure-track hiring to energize our ranks, while bringing in new energy to teaching, curriculum development and review, and the range of shared governance activities in which most colleagues engage."
- "We worry that, as most of us approach retirement, we are not training the next generation who will have to carry the department forward."

Faculty, staff, and administrators also noted the limitations imposed by classified staff hiring freezes and retirements. For example,



## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

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several faculty members commented on the shortage of instructional laboratory technicians and described these positions as essential to the applied learning experiences for students. Faculty lamented:

- “For some reason, that instructional lab tech [position] got lost and that position never got rehired...and we desperately need an instructional lab tech in our program.”
- “If there was a lab technician for [the program], that would benefit the department.”

Faculty, staff, and administrators also noted the College’s need for additional human resources to sustain college operations in general. Specific comments pertained to the need for additional Student Services faculty and staff, as well as an overall need for more staffing across the campus. Faculty, staff, and administrators commented:

- “Our support staff...we do not have enough. It is bad. To me, that is probably one of the worst factors.”
- “Another major challenge for us is classified staff. We do not have enough classified. I do not know how we get by.”
- “We can continue to refine our processes, our documents, the things we work with, and the policies, but there is a theoretical limit to how efficient and productive we can be as people and once we have reached that, the only other option is to add more human resources.”
- “The next biggest challenge is staffing – with budget cuts, we have lost so many people. We are bleeding pretty badly.”

### ***Outdated Equipment and Supplies***

With reductions in state funding came reductions in budgets for equipment and supplies for programs and service areas. A number of faculty members shared their concerns regarding the outdated equipment and materials used in certain programs at the College. While some program faculty acknowledged that they would soon see a one-time upgrade in equipment via Propositions S and N, they noted that there was not a long-term plan to maintain or replace specialized equipment and technology in some academic programs. Faculty noted:

- “Our beautiful equipment is starting to break down. I don’t have the time to maintain the equipment.”
- “Our facilities were built in 1964 and let’s just say the taxpayers got their money’s worth. The equipment and fixtures are very outdated.”

### *Internal Scan - Results of Student and Employee Focus Groups (continued)*

- “Funding for equipment purchases and maintenance is an ongoing challenge for all career technical programs.”
- “We need newer technology to catch up with other schools. We have a course that talks about using technology, but we don’t have the technology in the classroom.”

#### ***Restricted Access to Public 4-Year Universities***

Furthermore, following the economic downturn, the state reduced funding not only for community colleges but for the public four-year institutions across California. With transfer accounting for the largest percentage of Mesa student educational goals, CSU and UC budget reductions also impacted Mesa students in a very tangible way, with notable limitations in transfer admissions. One employee summed up this point:

- “The doors continue to shut on the CSU’s and UC’s (our transfer institutions), so it is frustrating for our students to be prepared to meet the transfer requirements that continue to change.”

#### **Significant Changes to the Higher Education Landscape**

Recent legislative changes have brought some large-scale changes to the College and its operations. Mesa faculty, staff and administrators acknowledged the considerable impact these new policies will have on college operations. Specific concerns ranged from recent state legislative changes to national accountability trends.

#### ***S.B. 1440 Transfer Model Curriculum***

Faculty, staff, and administrators noted many challenges associated with the implementation of Senate Bill 1440, which requires Mesa and other California Community Colleges to develop new associate degree for transfer programs in collaboration with the California State University system. Some employees believed S.B. 1440 would create additional confusion for students, given that the College has separate, long-standing articulation agreements with San Diego State University in a variety of programs. Other employees expressed a concern that S.B. 1440 would lead to an overemphasis on TMC degrees, potentially resulting in cuts to the College’s diverse program and course offerings. S.B. 1440 requires significant work in the area of curriculum, and, at the time of the interviews and focus groups, the initial work at the College occurred at a time when the College’s full-time faculty count was stifled by the hiring freeze.

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

Specifically, employees commented:

- "I think that the TMC degrees are going to be a challenge, especially in San Diego because they do not transfer well to SDSU, which is our main university that we articulate with and transfer students to."
- "The TMC (1440) degree is extremely confusing for our majors... I am going to put up a poster in every one of our classrooms telling [students] to be careful with how they matriculate."

### ***S.B. 1456 Student Success Act/Student Success and Support Program***

Another notable piece of legislation, Senate Bill 1456 or the Student Success Act, passed in 2012, calls for the restructuring of student support and matriculation services. Although S.B. 1456 will not fully be implemented until 2014-2015, Mesa College employees believed the practical changes it requires would have an immediate impact in Student Services areas at Mesa College. In addition, employees share that this legislation may also impact instructional areas in terms of enrollment management and populations served, as enrollment priorities are among the many changes included in SB 1456. Given the recent hiring freezes and budget limitations, instructional faculty and Student Services personnel expressed concerns regarding the College's capacity to provide a suite of matriculation services to such a large number of students during any one term. Employees shared their concerns:

- "Now there's another bill that all the students need to go through matriculation (20,000 students), but we have enough counselors to handle 3,000 of them."

However, faculty and Student Services personnel also noted some potential for positive change with the implementation of S.B. 1456. Employees commented:

- "It's a huge and important piece of the whole puzzle as it relates to student success...there is so much focus on SB 1456 and rightfully so and how it will impact our division or how it is impacting our division."
- "I am actually fine with the 1456 (the Student Success Act). I think that it will help us immensely. Although it will be challenging on the instructional end: getting [students] through, changing enrollment, schedule development, etc. I think that it is going to be good in that finally every student will have an educational plan and will have access to majors."





### ***External Accountability Requirements***

Instructional faculty, administrators, and Student Services personnel also expressed concern about the College's ability to meet external accountability requirements given the limited staffing brought about by the hiring freeze. Faculty and staff mentioned changing federal regulations and legislation, both from the Department of Education and with the Affordable Healthcare Act, and the associated changes the College would need to make in a short period of time. Employees noted:

- "Certain things will be improving, but we still have a lot of issues to address in terms of changing regulations."
- "But everyone knows the new ObamaCare rules for hourly [workers] are absolutely going to kill us. The people who want to work hourly or can work hourly, they will not want to work here for the amount of hours they are going to get... they are not going to be able to make a living, so they will have to be going somewhere else. I do not know what we are going to do."
- "Each year there is more and more and nothing is ever taken off [our] plate, and that is a challenge to keep up with the changing policies –make sure we are meeting college needs, state needs, federal needs."

### **An Outdated Technology Infrastructure**

Among the most notable concerns outlined by faculty and staff were the technological infrastructure and information systems of the College and the District.

#### ***Instructional Technology***

Specifically, faculty and staff expressed concern about outdated instructional technology in some programs, limited access to technology-enhanced, or "smart," classrooms, and the lack of a plan to replace outdated or out-of-warranty technology. Faculty and staff noted:

- "Our courses are fairly up to date, [but technology] is changing rapidly and we are already behind."
- "Our classes don't have some of the technology. We have been in a 20th century classroom for a long time. We are currently fighting for smart classrooms."

### ***Technology Support***

In addition, faculty said they were challenged by the limited number of technology personnel on campus to assist with or support certain programs. Faculty mentioned:

- "We need someone to take care of the computers and to check when things go wrong."
- "Technical assistance: not having someone...to provide technical assistance for the students (to help students with computers, to help with the business operations..."
- "I think technology from the student services perspective is a huge challenge for us right now, and being able to offer our services online, so that is an option for students."

### ***Wireless Internet Access***

In addition, faculty and staff indicated that the College's wireless network was inadequate in terms of both its coverage and its capacity. Several faculty members indicated the wireless network was not available or accessible in many parts of the campus and that the bandwidth for the network was already at capacity during peak times of the day, resulting in slow page loading and download speeds. Faculty expressed a need for expanded and enhanced WiFi capabilities in order to more effectively leverage technological resources for instruction. Faculty commented:

- "Basic things like WiFi, so we can present information in the way that the students are accustomed to or would interest them and allow for a dynamic class component."

### ***System Integration and Accessibility of Information***

Finally, faculty and staff noted that the College's web presence, as well as the various information systems on campus, seemed rather disjointed and recommended further integration and enhanced accessibility in the future. One employee member summed up the sentiments of several employees:

- "As we introduce new technologies (online orientation, advising, administrative allowance, scholarships, etc.) these are great new resources, but we are not able to connect to them with ISIS or our current database and we can't fully maximize...It would be great that as we introduce technology, if we could maximize it."

### **Limited Access to Counseling/Advising Services**

Among the foremost concerns for students was access to guidance, counseling, and advising services. Several students indicated they experienced difficulty scheduling counseling appointments and were unable to obtain answers to their educational planning and transfer-related questions in a timely manner. Students shared their concerns:

- “Even for the counselors I have met, it is difficult to make an appointment with them. There is always a long a line. We should have more counseling [staff], and also more time to talk to them and schedule our classes...”
- “Those [counseling] appointments are no joke. Sometimes you have to make them a month in advance just to meet with [a counselor]. Otherwise you are stuck not knowing...”
- “It’s easy set up, but it’s a little bit difficult to make an appointment one week in advance for counseling. As a whole, it is a good system that works, but it’s also hard. Like when we need to do our ed plans and get them finalized...you have to make an appointment when you need it taken care of right away.”
- “You have to plan ahead to get a counseling appointment –like a week or more ahead. You need to call before 8 AM or else they are booked for the day.”

Faculty echoed these concerns, indicating that students did not have adequate access to the guidance and advising services.

### **A Complex Organizational Structure**

Faculty and staff indicated that the college and district organizational structures and processes could, at times, be somewhat confusing. While respondents acknowledged the economies of scale associated with aligned curriculum, processes, and policies, they indicated that this alignment sometimes proved difficult, given the unique cultures and demographics of the three colleges in the district. Employees noted:

- “[Curriculum] is a big issue for me. I am not sure if there is any way the institution can address that. It seems that it is not reasonable to have a course approval process that is “one size fits all” when there are so many different programs.”
- “It can be difficult to get the other colleges in our district to implement prerequisites and class requirements. To change a prerequisite can be challenging because each school has different goals.”



### *Internal Scan - Results of Student and Employee Focus Groups (continued)*

- “One of the challenges that I have found is the fact that you have to have the other colleges agree to get something done, and that is difficult in terms of time it takes, etc.”
- “The district tries to manage three different colleges and one of the largest Continuing Education programs in the state. Trying to do all for one and one for all makes it difficult when the needs of one college are different than the other campuses.”

In addition, faculty and staff indicated that the points of contact for certain processes were often unclear, and that at times, the organizational structure appeared to be somewhat inefficient. Moving forward, faculty and staff recommended the clarification of roles, responsibilities, and processes for all members of the college and district communities.

### **Barriers to Building a Stronger Sense of Community**

With the College growing in terms of its facilities and enrollment, bringing the entire college together may become a larger challenge. During several interviews and focus groups, Mesa faculty and students expressed the need for a greater sense of belonging and togetherness at the College. Faculty noted that the campus lacked a common meeting space for faculty across the college to gather and collaborate. Similarly, students described the overall college campus as rather vast, both in terms of the number of students and the facilities. While students who participated in special programs felt that they belonged on the Mesa campus, other students indicated they felt somewhat disengaged from college activities. Students explained:

- “I feel like I am very comfortable here, but there is not a lot of [student] knowledge about any activities going on. Since it is a community college, [people seem somewhat detached]. I think we just need more information about sports or activities going on that would make [the campus] feel more comfortable or like home.”
- “I think in this building we [have a sense of community]; but we are so far off from the main campus that it is really hard to be attached to the college as a whole.”
- “...it seems like everyone just comes here to take classes and then leaves. We need to make sure that in the classes that people let the students know about upcoming events, so they can go, participate, and meet new people.”
- “I was a little disappointed going to community college, because I had wanted to go to a university and branch out. [Mesa] is more of a commuting school where no one is really as social as I would like it to be.”



### Internal Scan - Results of Student and Employee Focus Groups (continued)



Several students said they were unaware of many campus programs and services until they heard about them from other students. Furthermore, several students said they were unsure of how to navigate the college experience when they first arrived at Mesa. These students indicated that future students would benefit from additional outreach, information on student support programs and services, and mentoring to help students “learn the campus ropes”. Students shared their specific thoughts and recommendations:

- “Students want the college experience, but they don’t always know where to get the help.”
- “I think [Mesa] should have an event so that incoming students are more aware of the services, such as services that can help students with their school work. Counselors are a big deal. My first or second semester here, I did not have any personal counseling. No one let me know; I was initially taking random classes that had nothing to do with my major, so I was struggling for the first semester here.”
- “A lot of people may not feel motivated to come to college when they do not [perceive that] there is help. [Mesa College] might offer help, but [students] don’t know about it. I think [advertising these programs] is a big thing that people need to focus on.”
- “A student can go to class and not have to be involved. But some people who do need help don’t know how to get it.”
- “I think that if more students were aware about some of the programs, then they would be more involved in [those] programs.”
- “During welcome week, these programs should be advertising. All the programs should be out there, too, to help guide new students.”
- “[Offer] more services to freshmen students who are [incoming]. Many freshmen do not end up in programs like FYE. I have also met with many freshmen who have not met with counselors yet. [I think it is important for [counselors to meet with] freshmen so that [these students] end up in the right place and do not take classes they do not need or have undecided majors.”

## ***FUTURE DIRECTIONS FOR THE COLLEGE***

### **Foster Innovation across the College**

Faculty, staff, and students shared their vision for Mesa College moving forward. Among the various recommendations for the College’s future directions, innovation emerged as a major focus area for faculty, staff, and students.

## *Internal Scan - Results of Student and Employee Focus Groups (continued)*

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Faculty members indicated that the College needed to place additional emphasis on innovation across all areas of the College, and in instructional areas in particular. For faculty, innovation referred to teaching approaches and engagement strategies, applied learning experiences, and the technological infrastructure to leverage in-class time with out-of-class projects and experiences for optimum learning. Faculty commented:

- "I would also like to see funding at an appropriate level to incorporate all of the best teaching practices that we know about, that have been researched for a long time, put into place for the betterment of our students in our programs."
- [Our school] has some of the most technologically-savvy faculty; they just eat it up, and they want to do more with it."

Faculty also emphasized the need for the College to invest in cutting-edge technology in classrooms and the professional development required for faculty to learn and utilize the technology. Instructional faculty were particularly interested in learning new teaching methods and strategies for engaging the College's diverse student population.

Several respondents across the different constituent groups indicated that the College needed to support more innovation in its business processes and the integration of technology across all areas of the College. Faculty shared:

- "I am looking at all the things I would like to do, books I would like to read and how I can incorporate them into the classroom."
- "There is a lot in the way that it is designed out for how faculty want to create that engagement...being better in the ways that they can do things, more future-oriented, etc."
- "We need to raise the quality of our curriculum. We need to ensure our reputation is good and increase student engagement."

### **Enhance Partnerships with Community and Industry**

Faculty envisioned the College as an accessible campus that effectively communicates with industry and community partners. A number of faculty members shared their vision for additional opportunities to partner with the surrounding community, across industries and four-year institutions. Specifically, faculty members said they aimed to leverage external partnerships to increase student opportunities for internships, employment, and seamless transition to four-year institutions. Faculty commented:

- "I would also like to see the expansion of the scope of our advisory panel to include support for mentoring, internships, and possibly e-books with us. It may [require] some funding, because these people are working professionals and donate their time at this point."

### *Internal Scan - Results of Student and Employee Focus Groups (continued)*

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- “Definitely within Mesa, and to the community, and external to the community --that kind of collaboration --I would like to see happening.”
- “[I see Mesa] working collaboratively with our community and everything that we do --because that is just who we are.”
- “If we look at ourselves as a leader and bring more people in, it’s that reaching out to the community.”
- “I think we should work with industry more. We really should know what’s going on out there and get [the students] ready to go. So at least when you get to the workplace you aren’t lost.”

### **Cultivate an Inclusive, Learning Centered Environment**

Students, faculty, and staff described their appreciation of Mesa as an incredibly diverse campus. As the College’s facilities are renewed and expanded, some faculty expressed concern that some students may feel overwhelmed by the sheer size of the College. These faculty members recommended the development of additional programs or expansion of existing programs to serve underrepresented students.

Students expressed a desire for a more culturally sensitive approach to instruction and student support services. Some students indicated they had difficulty conveying their academic or support needs to faculty and student services personnel. Students shared:

- “The more diversity among counselors, the more they may be able to understand where [students] are coming from --different traditions, illnesses that people may be suffering from --everything.”
- “Maybe get the teachers more involved with different groups’ diversity, cultures, disabilities, etc., so that [professors] are well educated and can serve [many different types of students].”
- “Teachers may not understand students’ background or why some students have difficulty accomplishing their goals. Teachers should be more understanding of students’ situations. Students are not all the same.”

### **Strengthen Communication Strategies**

Faculty, staff, and students provided a number of suggestions for improving the College’s communication channels, methods, and systems. Faculty members suggested improving lines of communications across the College, particularly across schools and programs.

Student services personnel also suggested improving communication across the instructional and student services division to more effectively serve students.

## Internal Scan - Results of Student and Employee Focus Groups (continued)

Respondents from each of the college constituencies expressed a need to improve the College's website, services, and presence. Suggestions for improvement ranged from a more intuitive website layout to more effective communication about college events and activities to online access to some college services. Students emphasized the importance of improving communication to new students coming to the College in order to inform them about support programs and services, as well as campus events and activities:

- "I didn't know how to get involved. I would look on the website but it was scattered and not up to date. My first year that was one of my main issues."
- "There should be a system that Mesa could advertise on the website. I have been on a different site where it tells you to put in your major, and it tells you what classes you need to transfer (ASSIST.org). I don't feel like that site is properly advertised or advertised as much as it should be."
- "The website, we need to update that, too. I have seen the same picture for the last three years. Update people's profiles. Everything is outdated and 5 years old."
- "Posting flyers would be helpful for events, clubs, and reminding them of registration and other important dates like that. Simple steps like advertising would help a lot of students."

### **Provide a Collaborative Learning Environment for Students**

Both students and faculty expressed an interest in creating more collaborative learning experiences across the College. Faculty envisioned additional opportunities for cross-discipline faculty collaboration, as well as cross curricular learning experiences for students.

Several students indicated a need for more teacher-student interaction and collaborative learning activities for students across their classes:

- "We need to educate the instructors more about what the students are all about. Don't just lecture [students], but [professors need to] figure out different ways to educate."
- "More frequent feedback...just letting the classes know where they stand would be good, so that students know what they have to do to stay on track."
- "When the classes are more interactive and the teachers make it more fun, the classes are more successful for students. Classes should not just be about a PowerPoint and writing and writing notes





### Internal Scan - Results of Student and Employee Focus Groups (continued)



--that is when it gets very boring, and classes eventually die down. Being more interactive (teacher to student) makes the class more appealing."

### **Build a Stronger Internal Sense of Community**

There was considerable consensus among all constituent groups that the College needed to dedicate additional efforts to engage faculty, staff, and students in college life. Students and faculty members in particular indicated that the College should focus on building a stronger community by offering more opportunities for faculty, staff, and students to connect and interact on the Mesa campus. Students shared their thoughts on the College's sense of community:

- "I think it helps to have a common area [for students] and student services areas."
- "If there were more clubs and student interaction, then it might be more appealing for students to spend time at Mesa besides just studying."
- "Well, there was that one event in front of the library where they had a dunk tank for the teachers; that was really fun. [The event] brought students together. Everyone was having fun and was talking with each other. I enjoyed that. [Activities] like this would help give people a sense of people communicating and having fun while getting to know each other."
- "Many of us at Mesa College would like to meet new people and friends, so that we are not just coming and going."

Faculty expressed the need for a more collegial campus climate, a more supportive environment, and more deliberate efforts to connect faculty to one another across disciplines. Faculty suggested dedicating space for a faculty lounge or lunchroom, in which faculty may interact on an informal basis.

### **Advance the College's Reputation for Excellence**

In discussions of Mesa College's future, a number of faculty members said they would like to continue the College's commitment to excellence while enhancing the Mesa's reputation in the community. Faculty described the College's reputation for high-quality education, academic rigor, emphasis on learning outcomes and success. Employees commented:

- "If we are lucky enough, maintain and perhaps enhance what [has] already [been] there for a long time."
- "To summarize: our vision, as a department and all three programs, is to ensure that we continue to be an institution of academic strength."



## *Internal Scan - Results of Student and Employee Focus Groups*

### *(continued)*

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- "We need to stay on top and be a successful institution."
- "The program has a good reputation. Maintaining that reputation is good, not only for the program, but for the college."
- "We need to raise the quality of our curriculum. We need to ensure that our reputation is good and increase student engagement."

### **Maintain a Comprehensive Community College Mission**

Across instructional and student services personnel, there was a strong consensus that the College needed to emphasize its comprehensive mission, that is providing transfer preparation, workforce preparation and training, and developmental education in the areas of English, math, and English as a Second Language. Faculty described the importance of maintaining the breadth and diversity of the College's courses and programs:

- "We need institutional support for offering our diverse courses, bucking the trend toward scheduling only high-demand basic survey courses for the GE, thereby limiting the prospects for students to develop fuller interests in our respective disciplines."

### ***Expand Access to Courses and Programs***

Faculty members and students indicated a need to increase access to the College's courses and programs in order to meet demand. Several faculty members cited extensive waitlists for gateway courses in specific programs as an indication of increased student demand for classes. In addition, some faculty members expressed concern about delays in student program completion due to sporadic scheduling or limited sections of courses required to complete a major or program. Additionally, some career technical education faculty recommended that the College pursue offering bachelor's degrees in technical fields. Faculty commented:

- "In five years, I want to have two times the number of classes we offer currently."
- "Continuation of our excellence in diverse offerings we have."
- "More classes, more diversity in terms of classes that we need to offer."
- "I would actually be able to move more students through [our program]."
- "I think our department really has a lower allotment of courses than we need. We told [the Dean] we could increase the number of students on our waitlist to see if we could open up a whole new section if we needed it. We can get

### Internal Scan - Results of Student and Employee Focus Groups (continued)



a better idea of the demands and better meeting our students' needs."

Students also identified a need to increase course section offerings, particularly during summer term and for courses that serve as prerequisites for specific programs and majors, such as those in allied health areas.

### **Streamline the Ways in Which We Do Our Work**

Faculty, staff, and administrators highlighted the need for the College to streamline its operations and eliminate redundancies in college and district processes. Specific recommendations included clarifying decision-making processes, modernizing the College's information systems, expanding the use of online forms, electronic databases, cloud systems, and simplifying the college-district interface across institutional divisions (instruction, administrative services, and student services).

Employees noted:

- "Streamlining the process for some of the things I am talking about...if we have to spend three or four years developing new courses, that cripples our ability to respond with agility to changes that are happening."
- "We need to simplify our processes, including our program review."
- "Additionally, if we have things online, most of our business will be conducted there."
- "If [we get a system] that operates the way we want it to, everything will be online and we will be able to access so many things. That will free up our staff to do more of what they need to do."

# Division Profiles

Appendix A: Instructional Services Division Profiles

Appendix B: Student Services Division Profiles

Appendix C: Administrative Services Division Profiles

## DIVISION OF INSTRUCTION

Tim McGrath, J.D.

Vice President of Instruction

**Classified Staff:** Mila Zagjanskiy, Administrative Secretary, Jeannette Leon and Brandon Terrell, Administrative Staff

### DIVISION OF INSTRUCTION OVERVIEW AND VISION:

The Instructional Division at Mesa College is committed to providing an excellent learning experience in helping students reach their academic goals. In collaboration with the entire campus, the Instructional Division works closely with students to help them meet their general educational, vocational, transfer and major requirements.

In the next 5-6 years, the instructional division will continue to work on partnerships with our transfer institutions, enhance existing instructional programs, create new programs and a student centered schedule of course offerings to meet the needs of the a diverse college population.

### SCHOOLS

#### Instructional Schools

- School of Arts and Languages
  - Dean Leslie Shimazaki, M.A.
- School of Business and Technology
  - Dean Danene Brown, Ph.D.
- School of Health Sciences/Public Service
  - Dean Margie Fritch, M.S.
- School of Humanities
  - Dean Andrew MacNeill, Ed.D.
- School of Learning Resources and Technology
  - Interim Dean David Fierro, Ed.D.
- School of Mathematics and Natural Sciences
  - Dean Saeid Eidgahy, Ph.D.
- School of Physical Education, Health Education, and Athletics
  - Dean Dave Evans, M.A.
- School of Social/Behavioral Sciences and Multicultural Studies
  - Dean Charles Zappia, Ph.D.

### DEPARTMENTS

- **Articulation Office**
  - Juliette Parker, M.P.A., Faculty, Articulation Officer
  - Claudia Cuz, M.A., Administrative Support
- **Curriculum Office**
  - Elizabeth Norvell, M.A., M. Phil., Faculty, Curriculum Coordinator
  - Arlis Svedberg, Curriculum Technician

## SCHOOL OF ARTS AND LANGUAGES

Leslie Shimazaki, M.A., Dean

**Tenured/Tenure Track Faculty:** G. Jeff Berry, M.A., Nathan J. Betschart, M.F.A., Leela Bingham, M.A., Richard Chagnon, D.M.A., Kristan Clark, M.F.A., Raul De Leon, M.A., Miyoko Hamanaka-Holden, M.A., Michael P. Harrison, Ph.D., Wendell M. Kling, M.F.A., Igor Korneitchouk, Ph.D., Mario F. Lara, M.F.A., Jaeryoung Lee, M.A., M.M., Leticia P. López, Ph.D., Alessandra Moctezuma, M.F.A., Uriel Ornelas, M.A., Hannah L. Padilla Barajas, M.A., Alison Primoza, Ph.D., Momilani Ramstrum, Ph.D., Francisca Rascon, M.A., N. Scott Robinson, Ph.D., Denise Rogers, Ph.D., James Romeo, M.M., Robert J. Sanchez, M.A., Virginia Sanchez-Bernardy, M.A., Dora I. Schoenbrun-Fernandez, M.A., Barbara A. Sexton, M.A., Shannon Shi, Ph.D., George Svoboda, M.A., Degree from the State Conservatory of Pilsen, Czechoslovakia, George Ye, M.A., M.F.A., and Francisco S. Zabaleta, Ph.D.

**Classified Staff:** Christopher Renda, Sue Saetia, Ruth San Filippo, and Patricia Vine

### SCHOOL OVERVIEW:

The School of Arts and Languages provides a robust, current and diverse transfer curriculum with the intent of fostering essential language and artistic skills necessary for students to succeed in continued educational pursuits as well as professional success. The school offers Associate Degrees in Art, Music, Drama, and Languages, as well as Certificates of Performance in Art and Music. We value the importance of a well-rounded education in which arts and language education plays a significant role in preparing intellectual, creative, and globally aware citizens.

The school supports multiple co-curricular and specialty programs which not only serve to provide students with opportunities for direct application of their skills and knowledge, but also serve to promote a creative community and appreciation for the arts and languages on campus and within the San Diego Community. These programs include the Mesa College Art Gallery, the Apolliad Theater, multiple music ensembles and performances, language conferences, etc.

Our vision includes the continued promotion of a comprehensive curriculum designed to foster creativity and skills in languages and arts, and strengthened partnerships and collaborations with other schools and community organizations.

### DEPARTMENTS AND PROGRAMS:

#### Art/Drama

- Art – Fine Art
- Dramatic Arts

#### Languages

- Chinese
- French
- German
- Italian
- Japanese
- Latin
- Russian
- Spanish
- Tagalog
- Vietnamese

#### Music

## **International Education**

### **Co-curricular Programs**

- Art Gallery
- Drama/Evening Theatre
- Vocal/Instrumental Music

### **Program Profiles**

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.



## Art/Drama Department

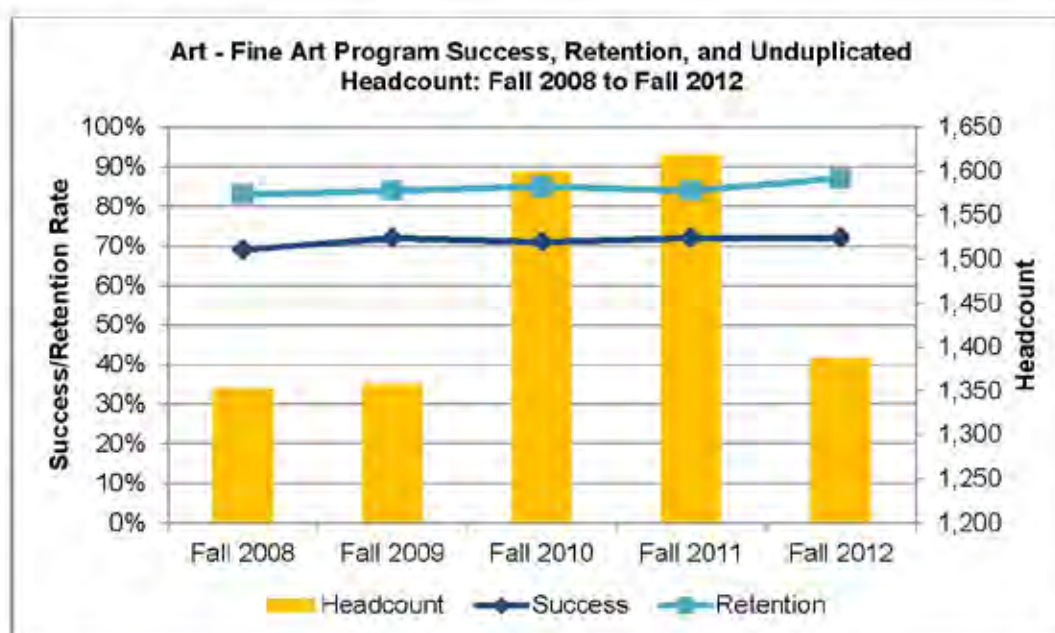
### Art – Fine Art Program

**Tenured/Tenure Track Faculty:** Nathan J. Betschart, M.F.A., Wendell M. Kling, M.F.A., Mario F. Lara, M.F.A., Alessandra Moctezuma, M.F.A., Denise Rogers, Ph.D., Robert J. Sanchez, M.A., and Barbara A. Sexton, M.A.

**Classified Staff:** Patricia Vine

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,595	1,624	+2%
Fill Rate	86%	91%	+6%
Load	491	477	-3%
FTES	240.25	235.67	-2%
FTEF	15.75	16.10	+2%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Art History Emphasis A.A. Degree	0	0	2	0	1
Art History for Transfer A.A. Degree	0	0	0	0	0
Ceramics Emphasis A.A. Degree	0	1	0	0	0
Digital Art Emphasis A.A. Degree	0	0	0	0	1
Fine Art Certificate of Performance	0	0	0	0	4
Museum Studies Certificate of Performance	3	4	1	4	3
Museum Studies Emphasis A.A. Degree	1	1	0	2	1
Three-Dimensional Emphasis A.A. Degree	1	0	0	0	0
Two-Dimensional Emphasis A.A. Degree	1	3	3	2	2
Photography and New Genres Emphasis A.A. Degree	0	0	0	0	0
Liberal Arts and Sciences - Emphasis in Art Studies - Art A.A. Degree	1	15	8	22	11

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

Fine Arts is a strong and vibrant program that is responsive to student needs, industry trends and transfer institution requirements. We provide exemplary instruction within an engaging and supportive environment. Our faculty takes part in a wide range of local, national and international professional opportunities. The Museum Studies emphasis works with local institutions to provide valuable student experiences outside the classroom context. We strive to maintain a solid reputation with the local arts community and cultural institutions.

We are in dialogue with various transfer institutions (regionally, statewide and beyond) to keep current with changes and continually assess our curriculum to ensure that our students meet their criteria. As a result students are drawn to this program because of the confidence transfer institutions have in our curriculum. We strive to provide an engaging and stimulating learning environment stressing Critical Thinking, Visual Literacy, Global, Historical and Technological Awareness. This is accomplished through inter-class collaborations, strong faculty interaction and thriving student clubs (Ceramics club and Studio Art club) and student facilitated events (Women's Studies and Student Art exhibitions).

The Art Gallery serves as a laboratory for Museum Studies students and as a forum presenting exhibits and lectures by professional artists. The gallery also hosts two annual student exhibitions. Fulfilling the goals of the Art Department, the gallery's mission is to enrich and engage our community through art.



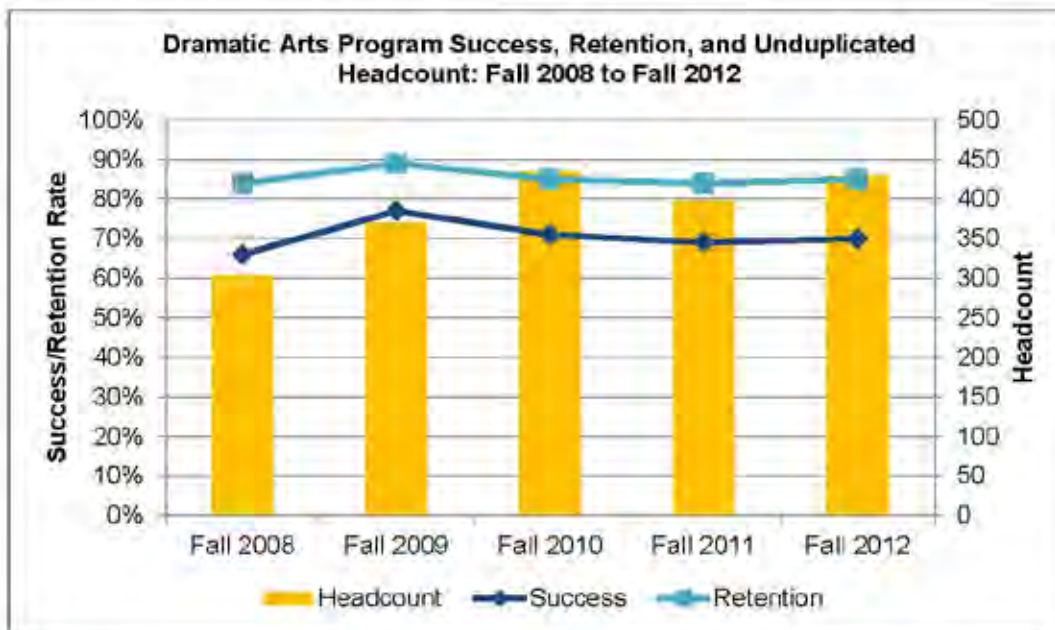
## Dramatic Arts Program

**Tenured/Tenure Track Faculty:** Kristan Clark, M.F.A., George Ye, M.A., M.F.A.

**Classified Staff:** Christopher Renda

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	361	532	+47%
Fill Rate	68	87	+28%
Load	395	543	+37%
FTES	48.34	68.35	+41%
FTEF	4.03	4.40	+9%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Dramatic Arts A.A. Degree	2	0	2	3	2
Liberal Arts and Sciences - Emphasis in Art Studies - Drama A.A. Degree	0	0	1	6	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Dramatic Arts, throughout time, communicated the histories of past, taught social mores, and brought people together to explore the human condition and, thereby, contributing to societal shifts. Today, the Dramatic Arts continue to entertain, engage, and challenge society; while in educational environs, the arts reach well beyond their fundamental value as entertainment, adding complex layers to the learning environment. The Dramatic Arts Program seeks to provide a comprehensive lower division curriculum that provides training, mentoring, and experience in all aspects--Acting, Design, Directing, and Production. As students imagine, create, and reflect, they are developing the self-discipline, collaborative skills, self-motivation, problem-solving abilities, and higher-order thinking skills necessary to succeed in life. Students prepare for success either in achievement of the AA degree, transfer to a 4-year college or university, or by seeking employment within the industry--an industry that is prevalent in Southern California. The program embraces diversity in all of our course work and co-curricular activities, and we provide a strong connection to the community through outreach and production activities.

## Languages Department

**Tenured/Tenure Track Faculty:** G. Jeff Berry, M.A., Leela Bingham, M.A., Raul De Leon, M.A., Michael P. Harrison, Ph.D., Miyoko Holden-Hamanaka, M.A., Leticia P. López, Ph.D., Hannah L. Padilla Barajas, Uriel Ornelas, M.A., Alison Primoza, Ph.D., Francisca Rascon, Virginia Sanchez-Bernardy, M.A., Dora I. Schoenbrun-Fernandez, M.A., Shannon Shi, Ph.D., and Francisco S. Zabaleta, Ph.D.

### PROGRAM SUMMARY AND VISION:

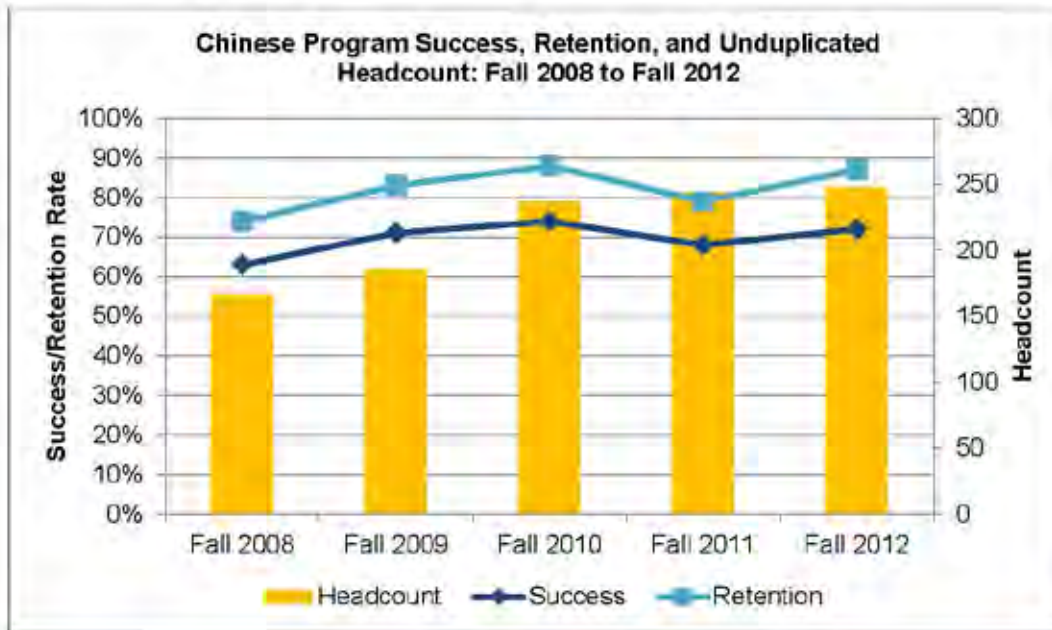
Language is an essential component of human nature. Through language, human societies interpret reality and express feelings and thoughts. The Department of Languages aims to prepare students with the linguistic and cultural knowledge that will enable them to think critically, view linguistic and cultural differences from a global perspective, and appreciate the uniqueness of other language groups. Recognizing that language and culture are inseparable, the Department of Languages seeks to advance proficiency in languages other than English, create multicultural awareness and cross-cultural competency, promote communicative competence, and increase awareness of job opportunities in a multi-lingual global economy. Our goal is to provide exemplary instruction, innovative technology, and instructional support services inside and outside of the classroom to make our students more aware, engaged, and prepared global citizens. We are committed to offering options to Study Abroad to enrich students' cultural and language experience. We offer transfer level courses in ten languages: Chinese, Japanese, Tagalog, Vietnamese, Spanish, French, Italian, German, Latin, and Russian. We offer AA Degrees in Chinese, French, Japanese, and Spanish.

## Chinese Program

Tenured/Tenure Track Faculty: Shannon Shi, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	167	253	+51%
Fill Rate	82%	82%	0%
Load	451	466	+3%
FTES	28.34	41.97	+48%
FTEF	2.00	2.86	+43%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Chinese A.A. Degree	0	3	3	3	4

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

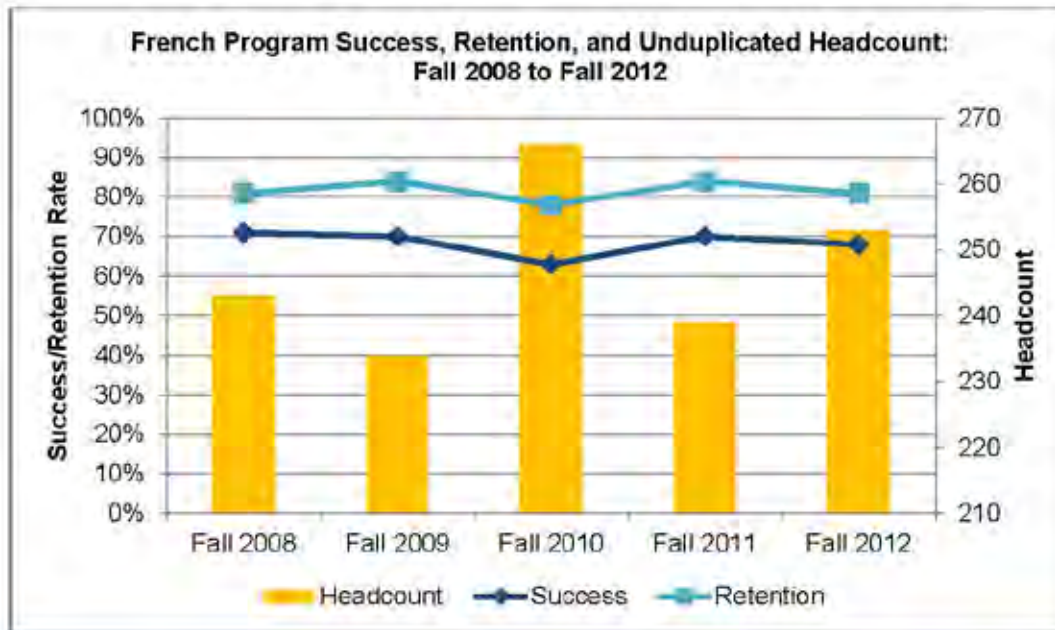


## French Program

**Tenured/Tenure Track Faculty:** Uriel Ornelas, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	247	255	+3%
Fill Rate	81%	92%	+14%
Load	452	515	+14%
FTES	40.66	43.09	+6%
FTEF	2.86	2.66	-7%

Source: SDOCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
French A.A. Degree	2	0	2	1	3
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - French A.A. Degree	0	1	2	7	3

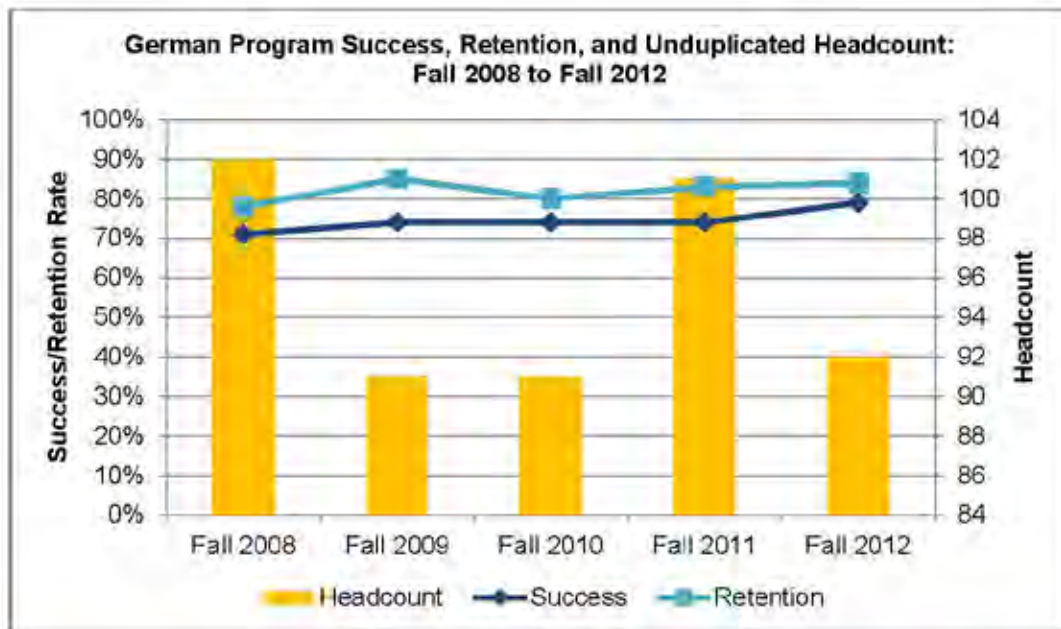
Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



### German Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	102	92	-10%
Fill Rate	100%	89%	-11%
Load	551	497	-10%
FTEF	17.14	15.61	-9%
FTEF	1.00	1.00	0%

Source: SDOCD Information System



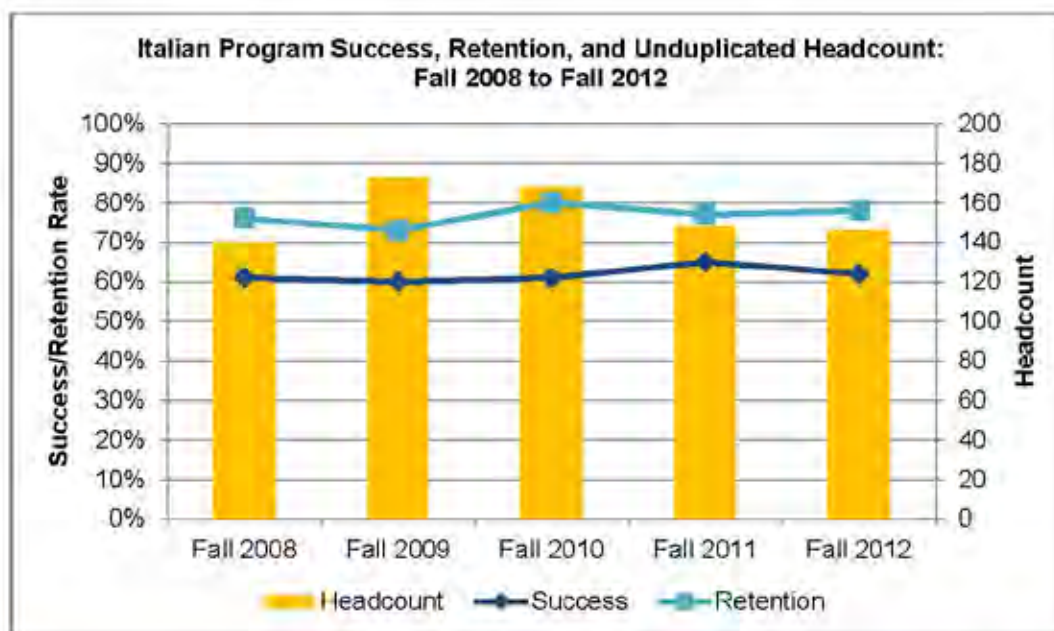
Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - German A.A. Degree	0	0	0	1	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### Italian Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	140	146	+4%
Fill Rate	82%	86%	+5%
Load	454	474	+4%
FTEs	23.76	24.78	+4%
FTEF	1.67	1.67	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Italian A.A. Degree	0	0	1	0	1

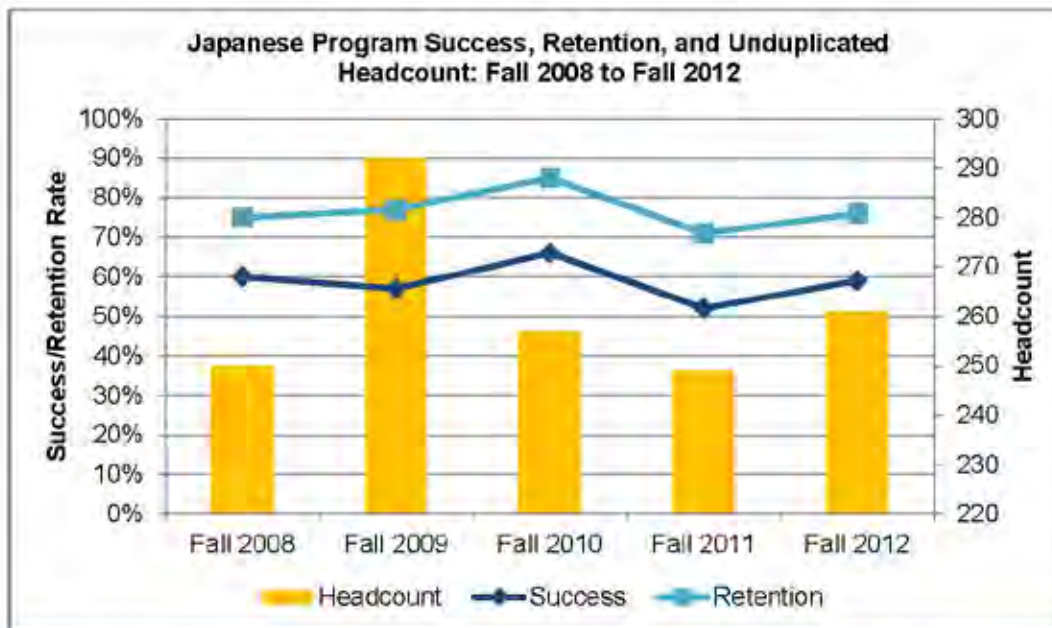
Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## Japanese Program

**Tenured/Tenure Track Faculty:** Miyoko Holden-Hamanaka, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	275	273	-1%
Fill Rate	118%	101%	-14%
Load	644	568	-12%
FTES	44.49	45.15	+1%
FTEF	2.20	2.53	+15%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Japanese A.A. Degree	3	4	4	5	3
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Japanese A.A. Degree	1	1	2	4	4

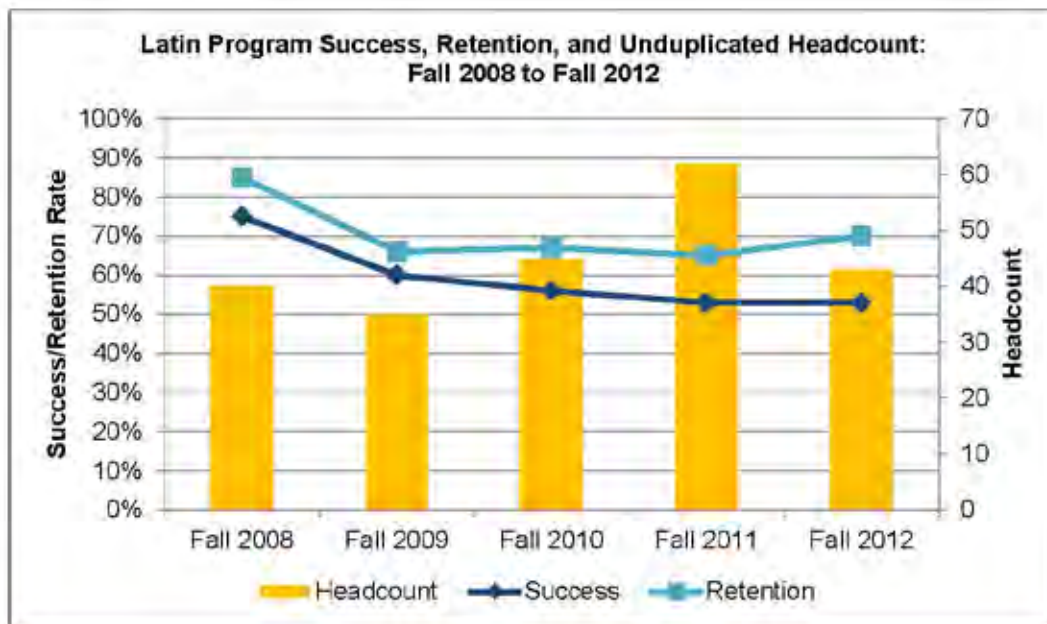
Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



### Latin Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	40	43	+8%
Fill Rate	59%	96%	+63%
Load	324	697	+115%
FTES	6.79	7.30	+8%
FTEF	0.67	0.33	-51%

Source: SDCCD Information System



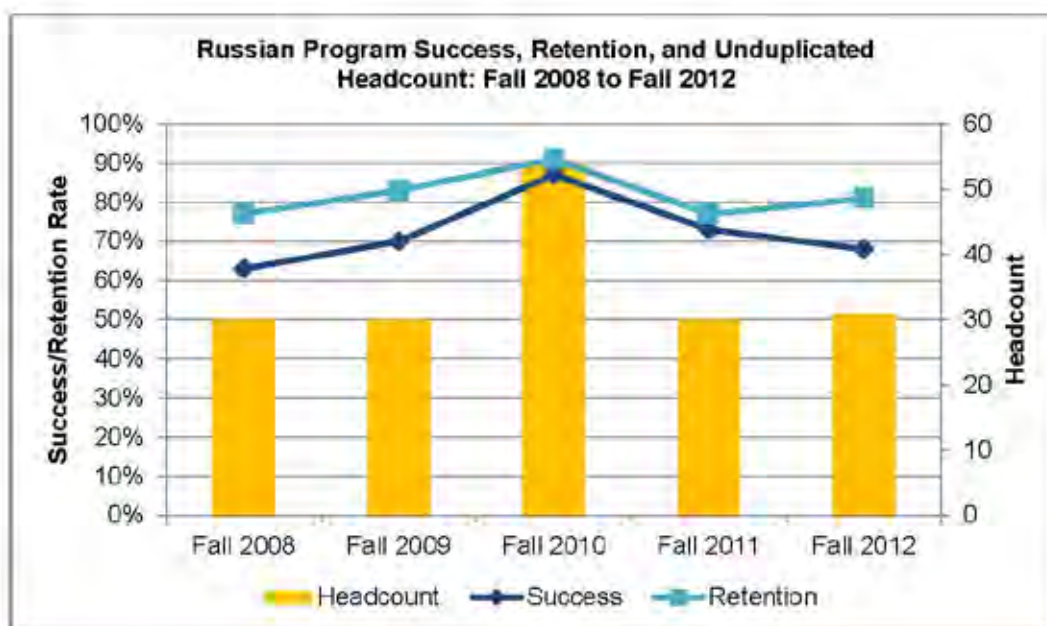
Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Latin A.A. Degree	0	0	1	1	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### Russian Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	30	31	+3%
Fill Rate	88%	91%	+3%
Load	486	503	+3%
FTES	5.09	5.26	+3%
FTEF	0.33	0.33	0%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Russian A.A. Degree	0	0	1	1	1

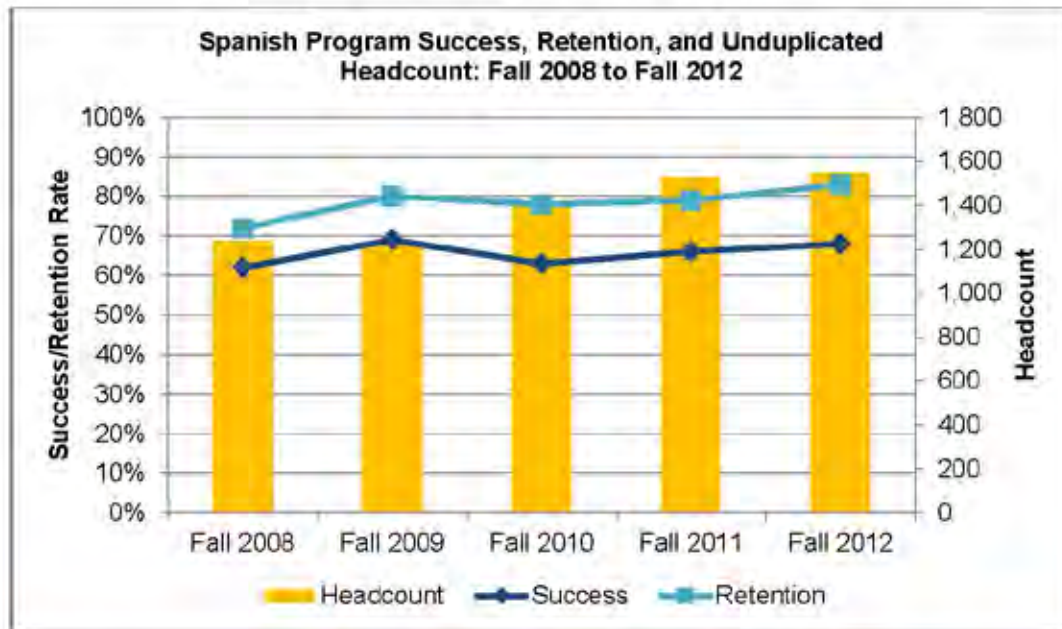
Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## Spanish Program

**Tenured/Tenure Track Faculty:** G. Jeff Berry, M.A., Leela Bingham, M.A., Raul De Leon, M.A., Michael P. Harrison, Ph.D., Leticia P. López, Ph.D., Hannah L. Padilla Barajas, Alison Primoza, Ph.D., Francisca Rascon, Virginia Sanchez-Bernardy, M.A., Dora I. Schoenbrun-Fernandez, M.A., and Francisco S. Zabaleta, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,273	1,572	+23%
Fill Rate	76%	90%	+18%
Load	413	499	+21%
FTES	212.93	264.24	+24%
FTEF	16.40	16.85	+3%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Spanish A.A. Degree	2	5	2	4	3
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Spanish A.A. Degree	0	1	10	8	6

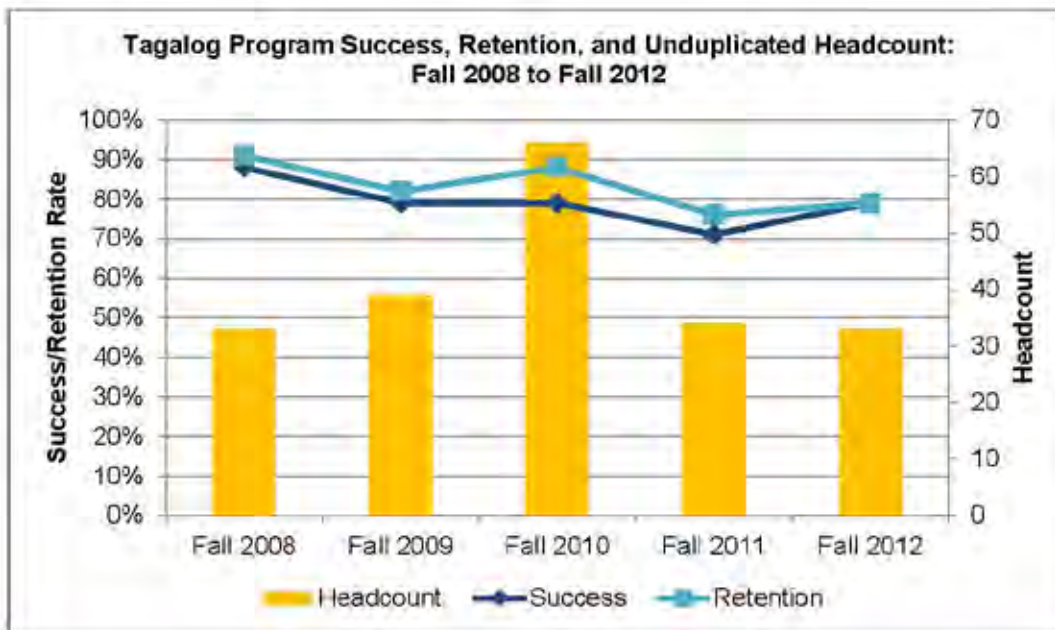
Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



### Tagalog Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	33	33	0%
Fill Rate	97	97	0%
Load	535	535	0%
FTES	5.60	5.60	0%
FTEF	0.33	0.33	0%

Source: SDCCD Information System



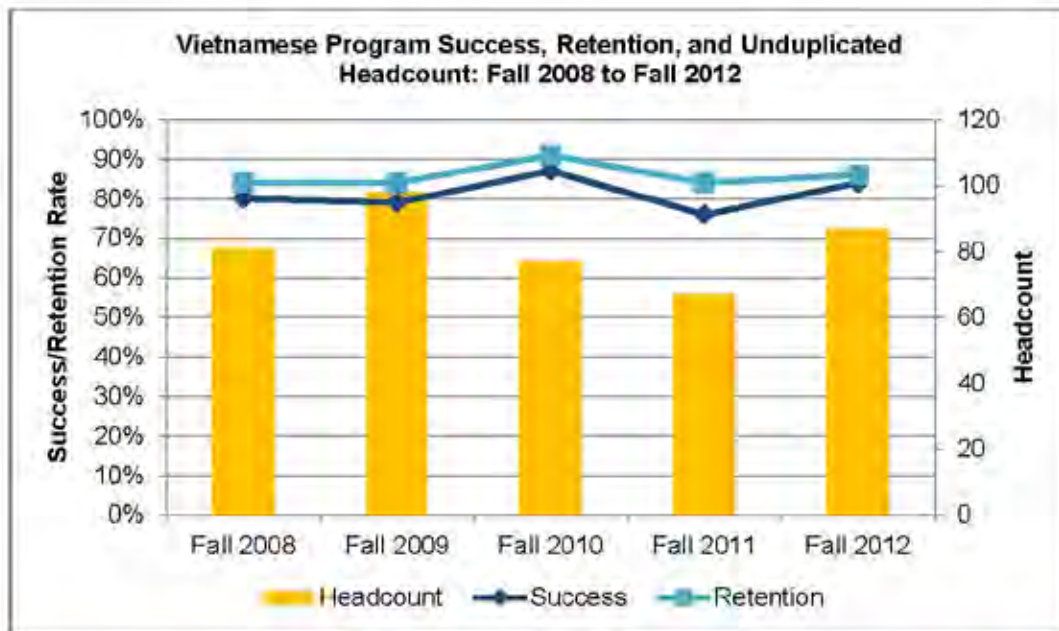
Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities	0	0	0	0	0
Studies - Tagalog A.A. Degree					

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### Vietnamese Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	81	87	+7%
Fill Rate	82%	85%	+4%
Load	438	470	+7%
FTEs	13.75	14.77	+7%
FTEF	1.00	1.00	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Vietnamese A.A. Degree	0	0	0	1	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

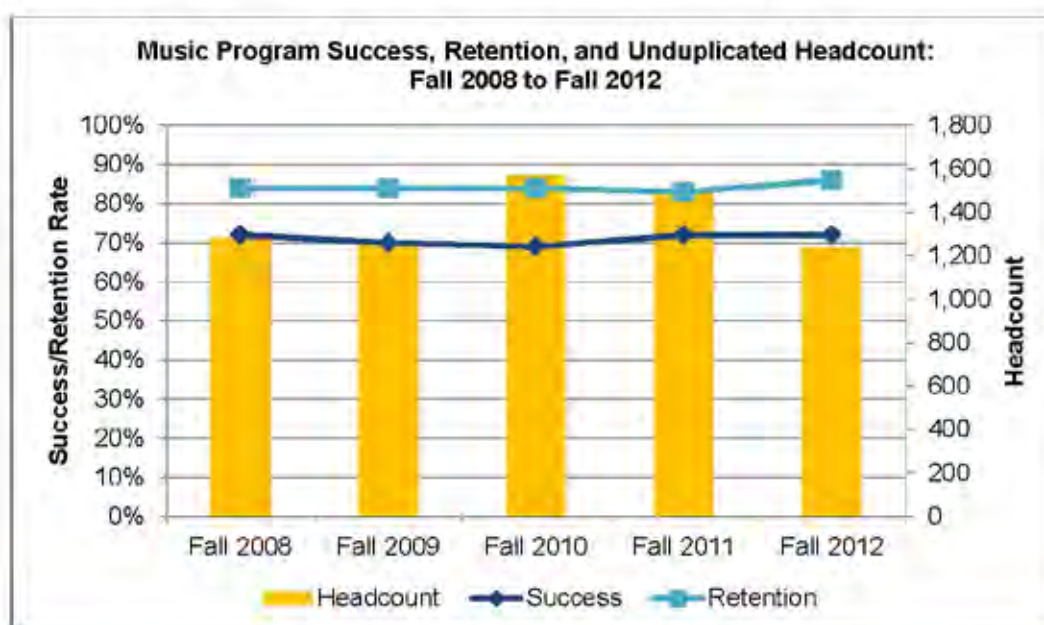
## Music Department

### Music Program

**Tenured/Tenure Track Faculty:** Richard Chagnon, D.M.A., Igor Korneitchouk, Ph.D., Jaeryoung Lee, M.A., M.M., Momilani Ramstrum, Ph.D., N. Scott Robinson, Ph.D., James Romeo, M.M., and George Svoboda, M.A., Degree from the State Conservatory of Pilsen, Czechoslovakia

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,594	1,528	-4%
Fill Rate	82%	86%	+5%
Load	571	558	-2%
FTES	165.37	163.61	-1%
FTEF	9.93	10.04	+1%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Music Studies A.A. Degree	2	1	8	6	2
Music Composition Certificate of Performance	1	1	1	0	2
Music Technology Certificate of Performance	1	1	2	2	6
Music Theory Certificate of Performance	1	3	0	1	0
Liberal Arts and Sciences - Emphasis in Art Studies - Music A.A. Degree	0	0	0	1	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

The vision of the Music Department promotes a fully comprehensive music program serving the needs of transfer students and those pursuing careers in the music industry. We offer an AA in Music and 3 Certificates of Completion in Music Theory, Music Technology, and Music Composition. We have 7 ensembles (Jazz, Big Band, Pep Band, World Music, Classical Guitar, Jazz Guitar, and Choir) that are active both on and off campus. Our curriculum includes a variety of GE classes (Music History, World Music, Jazz, Rock Music), as well as a strong theory and ear training program with innovative projects that train students in the fundamentals of music (creating music theory videos, music theory websites, and music theory presentations). The auditioned Applied Music Program provides no-cost individual lessons to qualified students. The Electronic Music Studio program allows students to gain experience on state-of-the-art equipment and software as well as building a portfolio to advance their careers. We also offer practical courses of music instruction in piano, guitar, voice and composition and have a weekly Recital Hour series.

## SCHOOL OF BUSINESS AND TECHNOLOGY

**Danene Brown, Ph.D., Dean**

**Tenured/Tenure Track Faculty:** Mark Abajian, M.A., Rebecca S. Arnold, M.A., Richard Cassoni, M.S.B.A., Leslie Cloud, M.B.A., Howard Eskew, Jr., M.B.A., Meegan Feori, B.A., Emily Kay, B.A., Susan Lazear, M.S., Karen Owen, M.A., M.S., Mariette Rattner, M.B.A., Alfonso Saballett, M.S., Lisa Shapiro, M.S., Xiaochuan Song, Ph.D., Juan Carlos Toth, M.F.A., Tracy C. Tuttle, M.S., Lauren Wade, C.P.A., Walter Duane Wesley, M.S., Karen Williams, B.A., and Akunna E. Winston, D.B.A.

**Classified Staff:** Susan Gregory, M.S.

### SCHOOL OVERVIEW:

The School of Business & Technology is comprised of both transfer and career technical programs leading to certificates and Associate Degrees. Business Administration ranks as one of the top five majors. The Computer Science and Digital Technology programs are equally in demand, with a variety of offerings ranging from Computer Programming to Geographic Information Systems to Web Design.

It is an exciting time in the School of Business & Technology. The School has welcomed a new dean and new Tenure-Track faculty. In spring 2014, two new faculty were hired for the Business program and one new faculty was hired for the Accounting program. In fall 2014, three new Tenure-Track faculty will join the School in the areas of Computer Science, Fashion, and Web Development. In addition, members of the School have participated in the planning of the new Center for Business & Technology, which is slated to open in fall 2017. This state of the art facility, comprised of lecture classrooms, technology labs, a case study room, and conference room, will provide opportunities for collaboration and innovation between students, faculty, and industry partners.

### DEPARTMENTS AND PROGRAMS:

#### Business Administration

- Accounting
- Business
- Economics
- Fashion
- Hospitality
- Marketing
- Real Estate

#### Computer and Information Science

- Computer and Information Science

#### Digital Technology

- Computer Business Technology
- Geographic Information Systems
- Multimedia
- Web Development

#### Program Profiles

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.

## Business Administration Department

### Accounting Program

**Tenured/Tenure Track Faculty:** Tracy C. Tuttle, M.S., Lauren Wade, C.P.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,007	1,307	+30%
Fill Rate	91%	94%	+3%
Load	487	587	+21%
FTES	124.74	161.16	+29%
FTEF	8.14	8.74	+7%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accounting A.S. Degree	18	20	21	20	17
Accounting Certificate of Achievement	25	26	36	27	27
Governmental/Nonprofit Accounting Certificate of Performance	3	5	6	2	3

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



### **PROGRAM SUMMARY AND VISION:**

The Accounting program maintains a high level of productivity and efficiency with regard to course offerings. The Accounting program currently offers one degree and two certificates. Students completing the required Income Tax courses may also become certified tax preparers. The Accounting program continues to maintain a positive reputation with all local four-year transfer institutions. In addition, the Accounting program encourages workforce development through its certificate programs. The Accounting program was fortunate to be allowed to hire two new Accounting faculty. One has been hired for spring 2014, and the other will be hired during the 2014-2015 academic year.

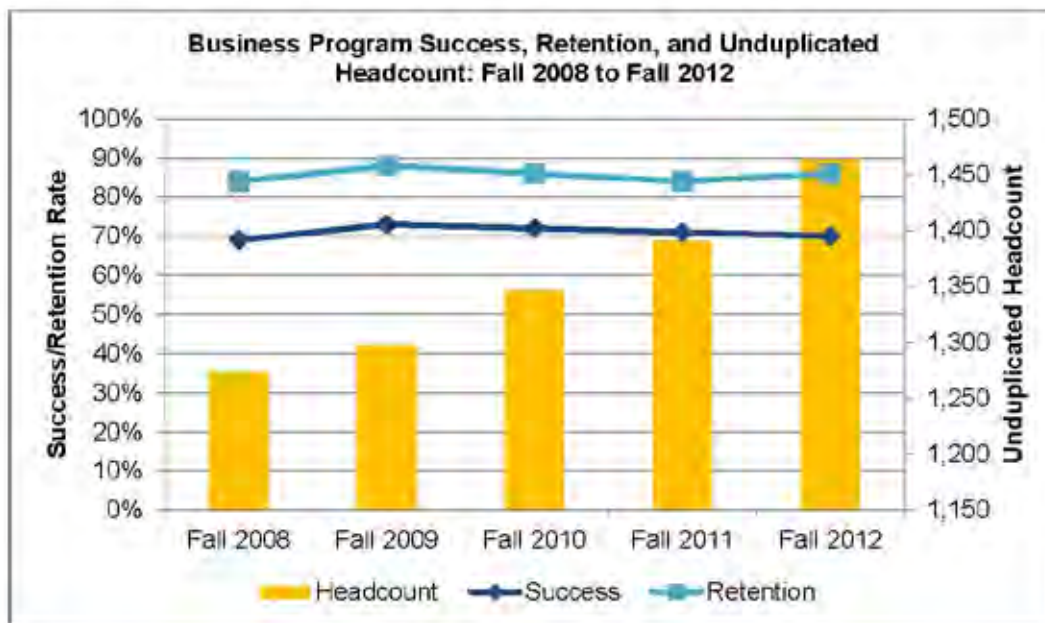
The future of the Accounting program looks promising. Plans are to continue serving the needs of transfer students who wish to major in Accounting or Business Administration. The Accounting program remains committed to serving returning students who wish to qualify for the Certified Public Accountants examination or who wish to become Certified Tax Preparers. The Accounting program is also committed to providing opportunities to those reentering the workforce who wish to update their bookkeeping skills or who wish to obtain introductory bookkeeping positions.

## Business Program

**Tenured/Tenure Track Faculty:** Howard Eskew, Jr., M.B.A., Mariette Rattner, M.B.A., Lisa Shapiro, M.S., and Akunna E. Winston, D.B.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,442	1,677	+16%
Fill Rate	97%	94%	-3%
Load	535	605	+13%
FTES	147.97	171.24	+16%
FTEF	8.80	9.00	+2%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Business Administration A.S. Degree	46	61	62	57	50
Business Administration Certificate of Achievement	55	67	59	59	54
Business Administration for Transfer	0	0	0	0	3
Business Management A.S. Degree	9	9	12	9	6
Business Management Certificate of Achievement	11	9	16	7	6
Liberal Arts and Sciences - Emphasis in Business Studies A.A. Degree	36	56	87	127	107

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The Business Administration Program currently offers the Certificate of Achievement in Business Administration, the Associate in Science Degree for Business Administration, and the Associate in Science Degree for Business Administration for Transfer, which is the number one transfer degree awarded by the college.

The Business Administration Program is dedicated to forming strong partnerships with businesses and the community, collaborating with other programs and schools on campus, and building bridges between our programs and the wider business community to facilitate student learning and career success. The program has identified three vision areas for development: external partnerships with key industries; campus collaboration with programs and schools to provide students with three-dimensional learning experiences; and practical applications, including the development of business mentoring and internship opportunities.

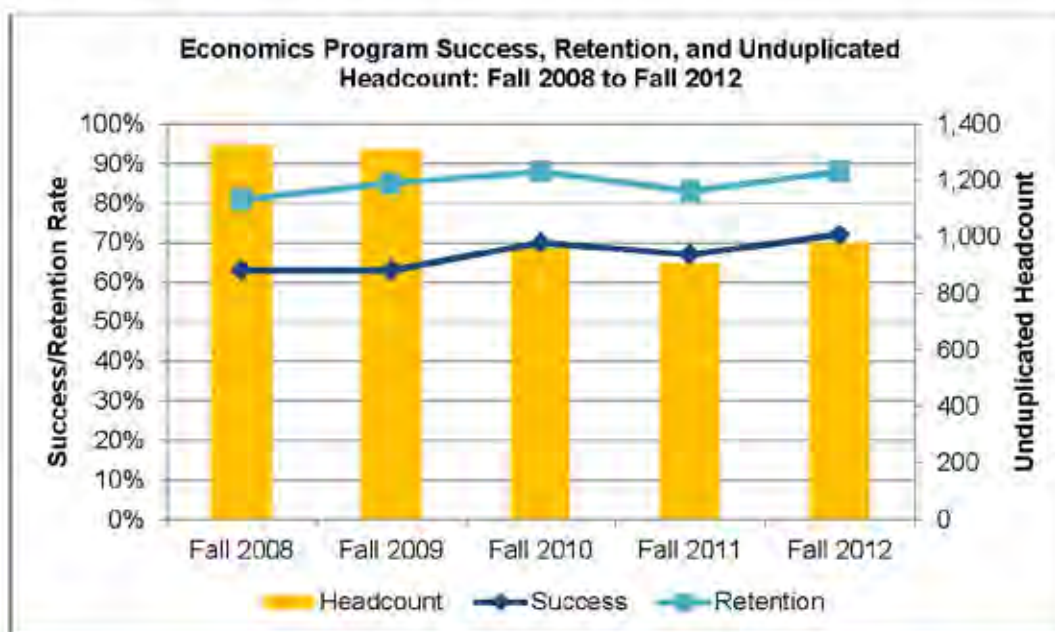


## Economics Program

**Tenured/Tenure Track Faculty:** Mark Abajian, M.A., Rebecca S. Arnold, M.A., and Xiaochuan Song, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,360	1,040	-24%
Fill Rate	106%	97%	-8%
Load	592	626	+6%
FTEs	137.66	106.16	-23%
FTEF	7.40	5.40	-27%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Economics A.A. Degree	8	16	25	36	33

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Economics program currently offers three courses: Principles of Macroeconomics, Principles of Microeconomics, and Business Statistics. All but Business Statistics are offered in both on-campus and online formats. The economics discipline at Mesa College has gone through significant fluctuation in the past few years, with the addition of a prerequisite of three units of intermediate algebra. With this addition retention and success improved somewhat, while enrollment declined significantly. Over the next year an ADT will be developed for Economics; to be offered beginning fall 2015. Plans are to include, as an ADT elective, a fourth economics course - Environmental Economics - beginning in spring 2016.

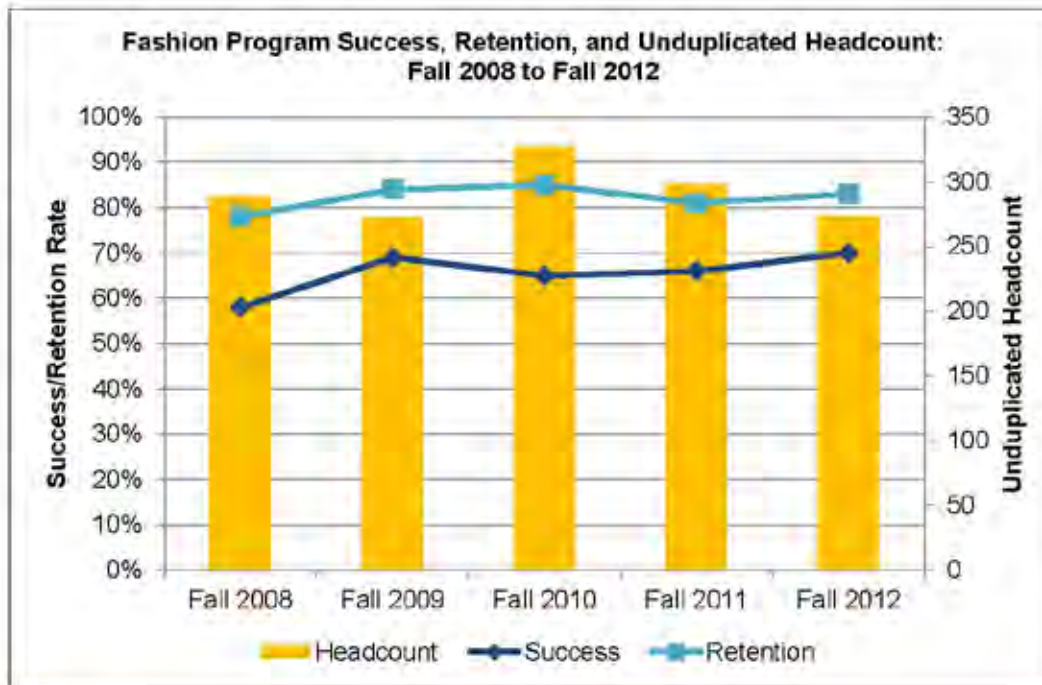
In fall 2017 we are slated to move into brand new facilities so all on-campus courses will be taught in new classrooms. Key interests for both on campus and online courses are state-of-the-art technology and class sizes that are pedagogically appropriate – a particular concern for online classes. The Economics program shall prepare students for transfer to a four-year institution, by providing them with essential skills and knowledge in economics.

## Fashion Program

**Tenured/Tenure Track Faculty:** Meegan Feori, B.A., Susan Lazear, M.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	527	587	+11%
Fill Rate	100%	95%	-5%
Load	491	479	-2%
FTES	54.97	60.11	+9%
FTEF	3.60	4.02	+12%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Fashion Design A.S. Degree	3	3	7	10	4
Fashion Design Certificate of Achievement	10	3	9	12	3
Fashion Merchandising A.S. Degree	1	4	2	5	3
Fashion Merchandising Certificate of Achievement	3	4	6	5	4
Computer Fashion Technology: Design A.S. Degree	0	0	0	3	3
Computer Fashion Technology: Design Certificate of Achievement	2	1	2	5	1
Computer Fashion Technology: Merchandising A.S. Degree	0	0	0	1	0
Computer Fashion Technology: Merchandising Certificate of Achievement	0	0	0	1	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The Fashion program at Mesa College offers four Associate degrees and four Certificates of Achievement in the areas of Fashion Design, Fashion Merchandising, and Fashion Computer Technology. With a high emphasis on technology, both computer and equipment-based, students obtain skills that assist them in securing positions and advance in the fashion industry. Coursework is supplemented with participation in the field, guest lecturers, work experience positions, and related opportunities. A strong industry Advisory Board of fashion professionals provides professional insight and guidance to the program and supports various activities on and off campus. Fall 2014, the Fashion program will welcome a new full-time tenure-track Fashion faculty member.

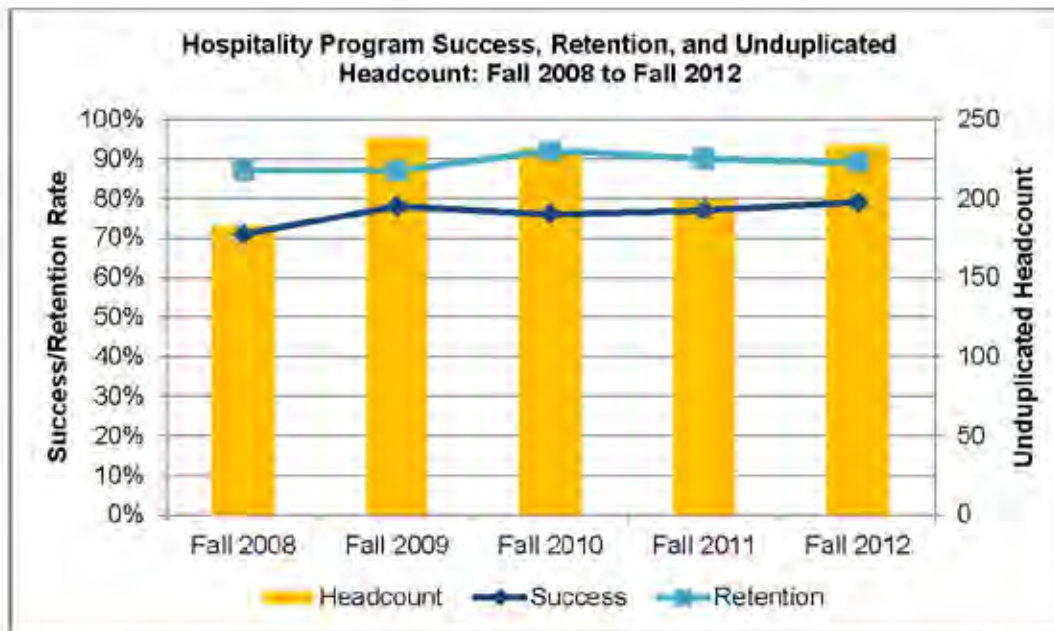
The goal of the Fashion Program is to provide students with technical and career skills, balanced with knowledge, theory and practical learning. It is the Fashion program's vision to keep current in our industry, and future plans include developing coursework in Product Development, as well as the creation of a new degree and certificate in Theatre Costuming. In addition, we plan to investigate the creation of stackable certificates, which will motivate students towards completion of a suite of courses, and direct them towards an Associate degree.



## Hospitality Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	327	373	+14%
Fill Rate	91%	90%	-1%
Load	559	604	+8%
FTES	33.73	37.99	+13%
FTEF	1.92	2.00	+4%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Event Management A.S. Degree	0	2	4	6	8
Event Management Certificate of Achievement	2	6	7	8	9
Hotel Management A.S. Degree	3	4	1	3	6
Hotel Management Certificate of Achievement	5	6	4	11	11

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Hospitality program offers Certificates of Achievement and Associate in Science Degrees in the areas of Event and Hotel Management. Event Management provides students with a core set of courses designed to prepare students for a career in destination, event and meeting industries for corporate, association, social, leisure, or hospitality and tourism arenas. Hotel Management provides students with a core set of courses designed to prepare students for entry-level supervision positions in hotels, resorts, conference centers, lodges, inns, private clubs, and cruise lines. Hospitality students obtain an integrated and expansive view of all hospitality segments for greater marketability and career opportunities.

The Hospitality program is currently in the process of requesting a full-time faculty member to lead the program. A full-time Hospitality faculty member is needed to provide program leadership and represent the program in the community. The Hospitality program shall be instrumental in preparing students to contribute to the economic prosperity of San Diego's Travel and Tourism industries.

## 9 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES

## Marketing Program

**Tenured/Tenure Track Faculty:** Mariette Rattner, M.B.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	128	156	+22%
Fill Rate	92%	98%	+7%
Load	538	663	+23%
FTES	13.52	16.67	+23%
FTEF	0.80	0.80	0%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Marketing A.S. Degree	1	1	2	1	0
Marketing Certificate of Achievement	1	1	4	2	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Marketing program curriculum has been designed to meet the needs of students interested in pursuing a career in marketing. The program is tailored to develop student competency in areas such as promotion, general sales, merchandising, retailing, and wholesaling. Successful completion of Marketing program courses equips students with the knowledge and skills necessary for full-time employment; in fact, students are encouraged to work part-time while completing Marketing program coursework so as to acquire real-world experience that facilitates their understanding of the contexts in which marketing takes place. Completion of the Marketing program courses also provides students with a solid foundation for further study at four-year institutions.

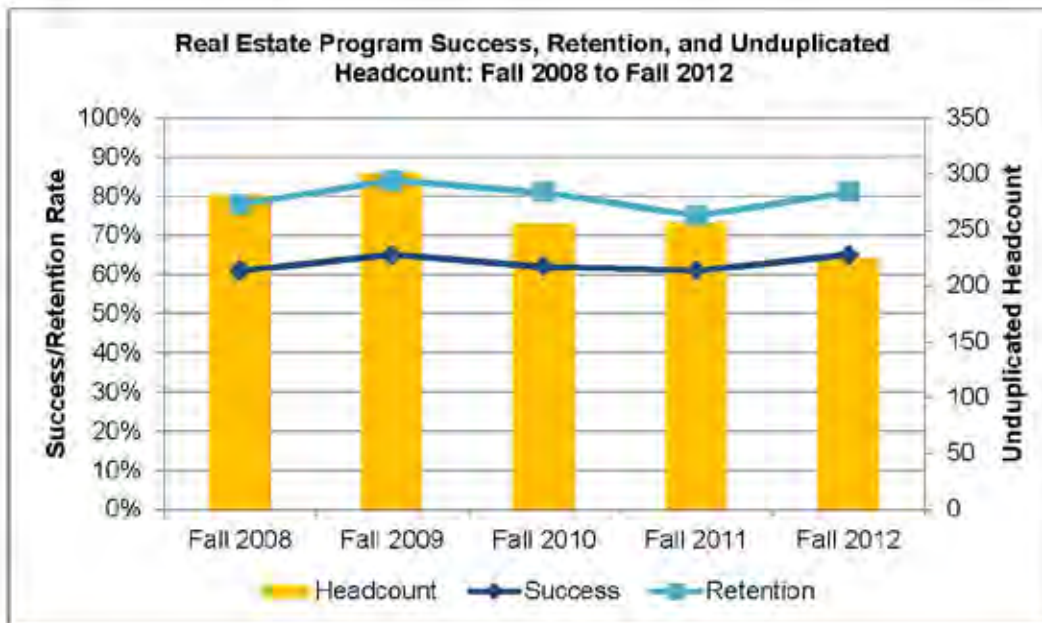
The Marketing program vision for the future includes development of cross-disciplinary curricula that integrate marketing with digital technology, fashion, hospitality, journalism, music, art, and sports. It also encompasses increased involvement in the local business community and cultivation of connections and relationships with the community that will lead to rich learning opportunities for Marketing program students.



### Real Estate Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	359	289	-19%
Fill Rate	85%	90%	+6%
Load	472	564	+19%
FTEF	35.61	28.36	-20%
FTEF	2.40	1.60	-33%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Real Estate A.S. Degree	0	0	1	1	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included

### PROGRAM SUMMARY AND VISION:

The Real Estate program offers a variety of courses which provide students with the technical and practical knowledge needed to succeed in the Real Estate industry. This includes courses required for the Real Estate Salesperson's License. The program has been doing well during the last 5 years in spite of the slowdown in California real estate market. The classes have maintained a fill rate of 85% on average and the current success rate exceeds the college goal. The success rate has shown a steady increase 3 years in a row and the enrollment has also shown a steady increase 5 years in a row; a clear counter cyclical pattern. However, the program lost its only full-time contract faculty member last year. Replacing this position is a high priority for the program.

The Real Estate program shall provide students with the technical skills and practical knowledge to prepare them for a career in Real Estate.

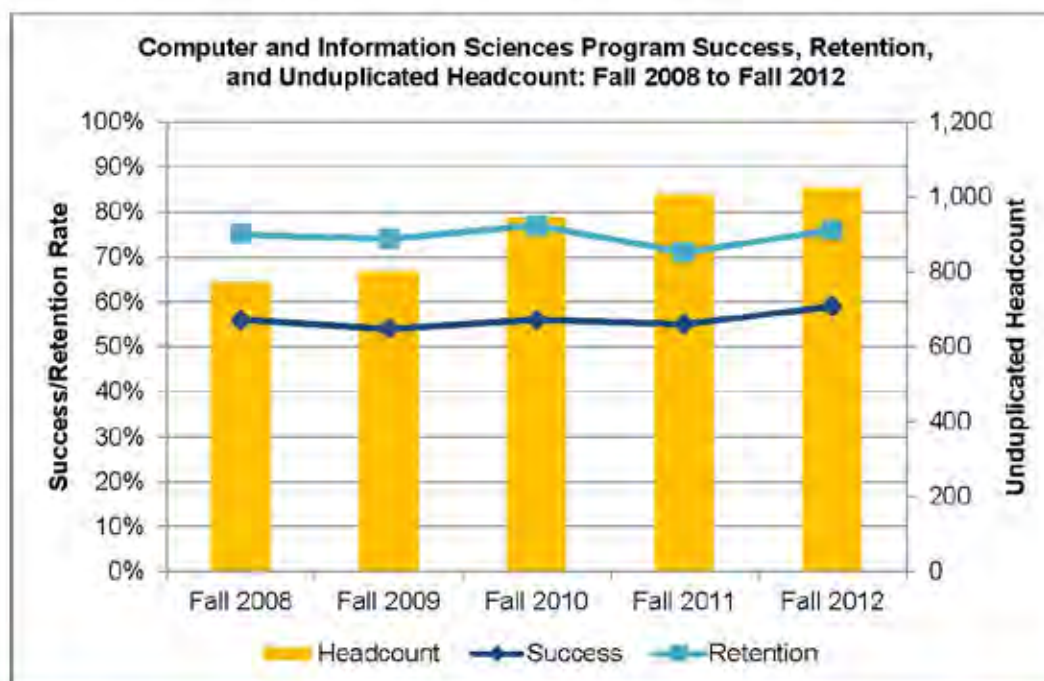
## Computer and Information Science Department

### Computer and Information Science Program

**Tenured/Tenure Track Faculty:** Richard Cassoni, M.S.B.A. and Walter Duane Wesley, M.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	790	1,075	+36%
Fill Rate	95%	94%	-1%
Load	590	608	+3%
FTEs	152.08	212.23	+40%
FTEF	8.20	11.10	+35%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Computer and Information Sciences A.S. Degree	5	8	7	7	11
Computer and Information Sciences Certificate of Achievement	7	5	7	6	15
Computer Programming Certificate of Performance	0	2	0	0	1
Liberal Arts and Sciences - Emphasis in Mathematics and Pre-Engineering Studies - Computer Science A.A. Degree	0	6	7	16	8

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included

## **PROGRAM SUMMARY AND VISION:**

The Computer and Information Science program is both a Career and Technical Education and transfer program that addresses key educational and vocational development needs for California's vital, high technology sector. We continue to usher in the future of computer and software technologies.

The Computer and Information Science program offers a Computer Science Associate in Science Degree, and strongly supports both the Business and Engineering transfer programs. A new Game Programming Associate degree is actively being developed, and planning is under way to develop Associate Degree for Transfer (ADT) courses. The Computer and Information Science program continues to introduce innovative instructional approaches. In order to keep pace with accelerating technological developments, we envision substantial growth to our program, creating new course offerings and extending our outreach to local industry and community. The technologies that we will address include but are not limited to cloud computing, virtualization, big data applications, software security, software engineering, simulations, human/machine interfaces, game programming, emergent programming, embedded programming, and robotics. Additionally, we see the potential in each one of these technologies to promote and facilitate interdisciplinary collaboration and pedagogical innovation.



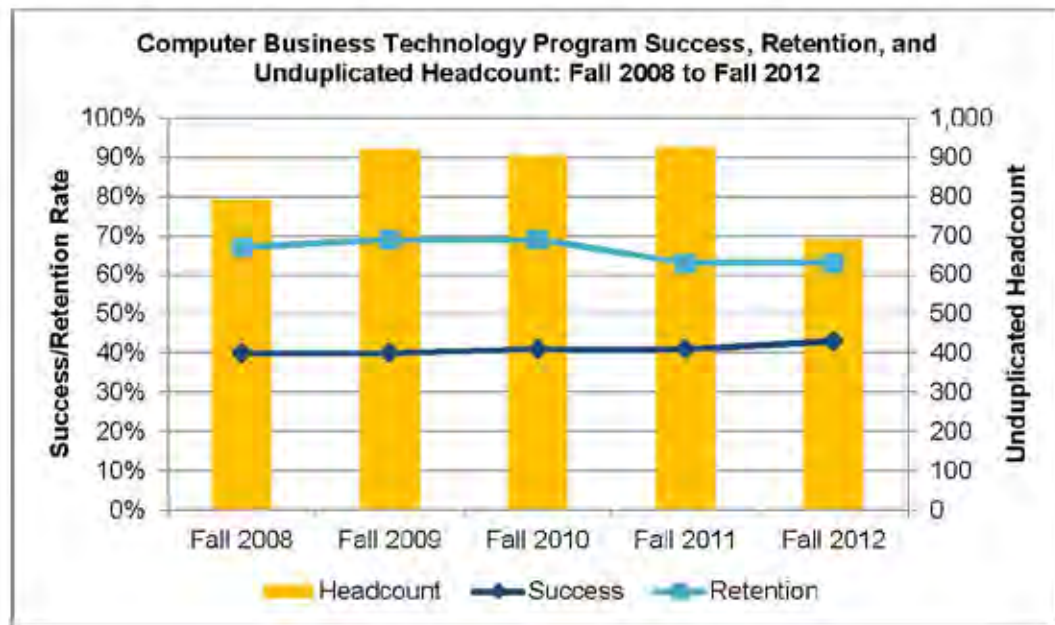
## Digital Technology Department

### Computer Business Technology Program

**Tenured/Tenure Track Faculty:** Leslie Cloud, M.B.A., Karen Owen, M.A., M.S., and Karen Williams, B.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	996	846	-15%
Fill Rate	71%	84%	+18%
Load	631	551	-13%
FTEs	90.10	69.72	-23%
FTEF	6.20	4.53	-27%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Administrative Assistant A.S. Degree	4	8	1	3	3
Administrative Assistant Certificate of Achievement	7	6	4	4	4
Desktop Publishing Certificate of Performance	0	0	0	0	0
General Office Clerk Certificate of Performance	1	0	2	1	1
Information Management Technology A.S. Degree	0	1	2	3	3
Information Management Technology Certificate of Achievement	2	1	2	5	1
Keyboarder/Word Processor Certificate of Performance	0	0	1	0	0
Microcomputer Applications A.S. Degree	4	1	0	0	1
Microcomputer Applications Certificate of Achievement	5	2	0	0	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

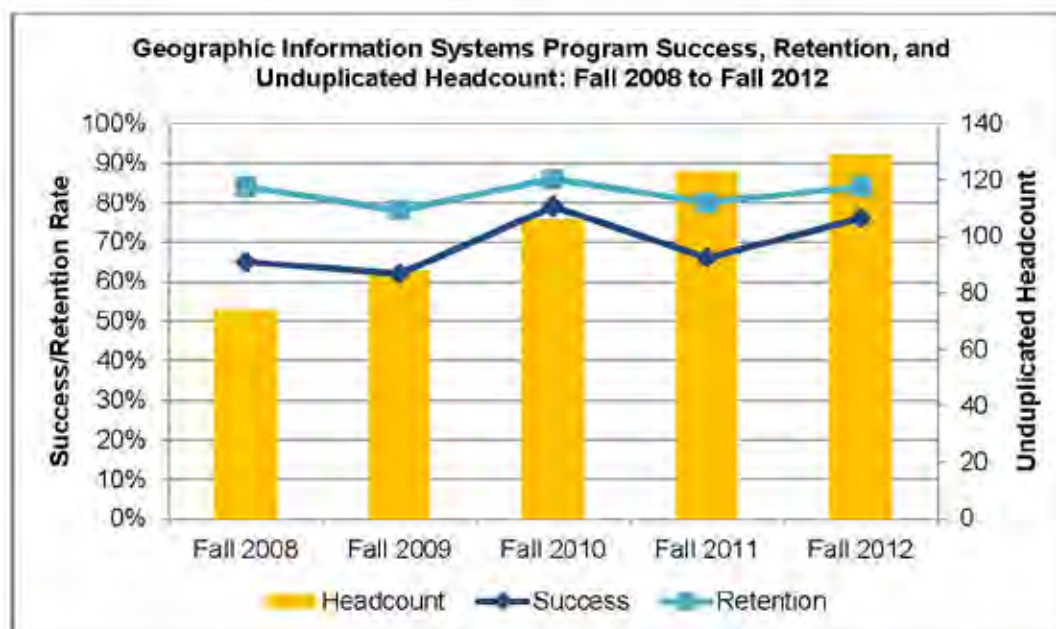
The Computer Business Technology Education program serves students entering employment in an office environment. Students acquire a solid foundation in productivity applications, file management, records management, office procedures, and office management. Students use industry standard applications and practices to prepare for entry level careers.

The Computer Business Technology Education program will be instrumental in preparing students to contribute to the economic prosperity of the San Diego region.

## Geographic Information Systems Program

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	97	165	+70%
Fill Rate	70%	94%	+34%
Load	443	495	+12%
FTEs	13.47	22.61	+68%
FTEF	0.97	1.45	+49%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Geographic Information Systems A.S. Degree	1	4	5	5	2
Geographic Information Systems Technician Certificate of Performance	1	13	15	15	15

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Geographic Information Systems (GIS) program serves students desiring to become GIS professionals or other students who use GIS in their chosen profession. Students acquire a solid foundation in the concepts of GIS and practical hands on training with GIS software. The concepts examined include: hardware/software, data modes and data types, database design, coordinate systems, projections, cartography, georeferencing, spatial analysis, spatial statistics, remote sensing, GPS, and 3-D modeling. Emphasis is placed on critical thinking and the use of GIS as a tool in problem solving. Hands-on training is provided using the ESRI ArcGIS platform and includes in-class exercises as well as training in the ESRI Virtual Campus.

The Geographic Information Systems program shall provide students with the technical skills and knowledge to prepare them for a career of which GIS are an intricate part.

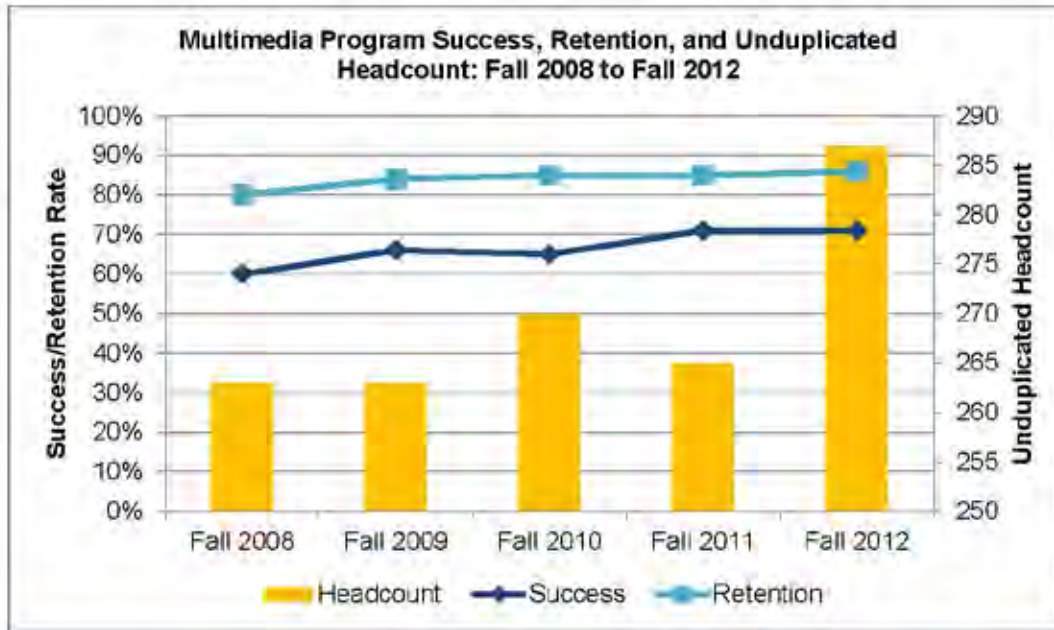


## Multimedia Program

**Tenured/Tenure Track Faculty:** Alfonso Saballett, M.S., and Juan Carlos Toth, M.F.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	341	380	+11%
Fill Rate	82%	85%	+4%
Load	574	538	-6%
FTES	51.27	59.44	+16%
FTEF	2.84	3.52	+24%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Multimedia A.S. Degree	9	4	9	9	5
3D Animation and Modeling Certificate of Achievement	0	0	1	0	3
Digital Video Certificate of Performance	1	0	0	1	0
Flash Certificate of Performance	0	0	1	0	0
Interactive Media Production Certificate of Achievement	0	1	1	0	2
Multimedia Survey Certificate of Performance	0	1	0	1	0
New Media Publishing Certificate of Performance	1	1	0	1	0
Video Game Development Certificate of Performance	0	0	0	0	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### **PROGRAM SUMMARY AND VISION:**

The Multimedia program provides students with the technical, aesthetic, and theoretical skills and knowledge to become the creative innovators and visual problem solvers that will continue to propel the Multimedia industry forward as a major force in the creative, entertainment, business, and industrial sectors of our society. Multimedia department members will engender each student's ability to conceptualize creative ideas; to express themselves visually, logically, and critically; to analyze and solve problems, both design oriented and technical; and to work successfully with clients, coworkers, and project team members. The Multimedia program supports student success in learning, promotes excellence in academic and creative performance, and helps each student fully realize his or her educational and career goals.

The Multimedia Program shall be instrumental in preparing students to contribute to the economic prosperity of the San Diego region.



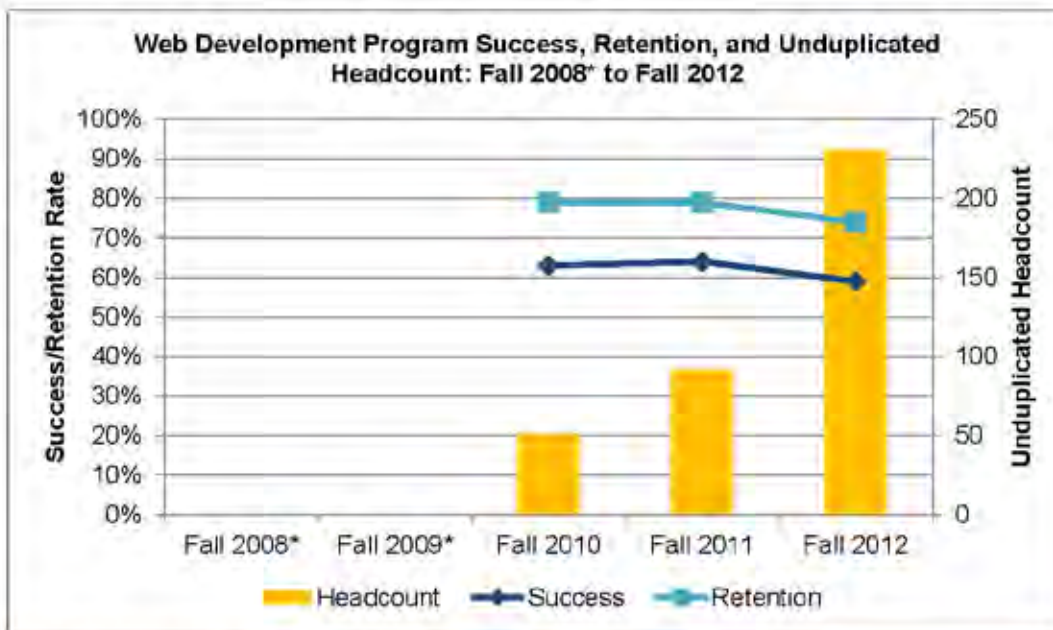
## Web Development Program

**Tenured/Tenure Track Faculty:** Emily Kay, B.A.

Productivity Indicator	Fall 2010*	Fall 2012	% Change
Enrollment	57	291	+411%
Fill Rate	95%	84%	-12%
Load	492	468	-5%
FTES	7.45	40.32	+441%
FTEF	0.48	2.74	+471%

Source: SDCCD Information System

\* Program was introduced in Fall 2010.



\* Program was introduced in Fall 2010.

Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Web Design A.S. Degree	0	0	0	0	2
Web Design Certificate of Achievement	2	0	4	8	5

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Web Design program serves students entering fields that need to create and maintain Websites. Students acquire a solid foundation in usability, accessibility, and design principles, as well as technical skills at hand coding HTML, CSS, PHP and MySQL. Students use industry standard applications and practices to prepare for entry level careers.

The Web Development program will be instrumental in preparing students to contribute to the economic prosperity of the San Diego region.

## SCHOOL OF HEALTH SCIENCES AND PUBLIC SERVICE

Margie Fritch, M.S., Dean

**Tenured/Tenure Track Faculty:** Christine Balderas, M.P.T., Barbara Buchanan, M.A., Elizabeth C. Chu, M.S., R.D., William Clary, Ed.D., Lori R. Covington, M.S., R.T., Christine M. DuPraw, Ed.D., R.D., Margaret Fickess, M.A., Peggy Fischer, D.V.M., Michael John Fitzgerald, A.A., Christy Foster, B.S., Lu Ann Gibson, M.S., Joseph Halcott, M.A., Winifred Benchoff Khalil, R.N., Danielle P. Lauria, B.S., PA-C, Susheela Narayanan, M.A., M.S., Tina Recalde, D.P.T., M.S., A.T.C., C.S.C.S., Connie Renda, M.A., R.H.I.A., C.H.D.A., and Tonya Whitfield, A.S.

**Classified Staff:** Virginia Enriquez, Carol Novosad, Andrea Roberts-Cooper, and Gloria Wilder

### SCHOOL OVERVIEW:

The School vision focuses on expanding the exemplary practices for workforce development and promoting academic achievement and student success at every point on the career ladder associated with the career technical programs offered in the School. To achieve this, the faculty, staff, and Dean have identified priorities of focus for the next 5 years. One focus is to offer Bachelor's Degrees in four of the career technical programs: ASL Interpreting, Health Information Technology, Physical Therapist Assistant, and Radiologic Technology. Another focus is to collaborate with industry to develop a simple process for responding to workforce needs using real time labor market data. Partnered with this would be the development of a more efficient curriculum review process that allows a quicker response to workforce needs. The faculty and Dean believe that the college should look at career technical education through a different lens than arts and sciences because of the dynamic nature of the economy and the challenges of workforce development. Advocating for differentiated funding for CTE programs is a priority for the faculty and Dean. It is difficult to hire faculty into these programs because of the salary discrepancies. The programs all require expensive lab equipment that needs to be purchased and maintained if the students are to have the experience they need to compete in the workforce.

### DEPARTMENTS AND PROGRAMS:

#### American Sign Language

- ASL Interpreter Training
- ASL Studies

#### Allied Health

- Animal Health Technology
- Dental Assisting
- Health Information Technology
- Medical Assisting
- Physical Therapist Assistant
- Radiologic Technology

#### Consumer and Family Studies, Culinary Arts

- Child Development
- Dietetic Service Supervisor Program
- Nutrition
- Culinary Arts/Culinary Management

#### Program Profiles

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.



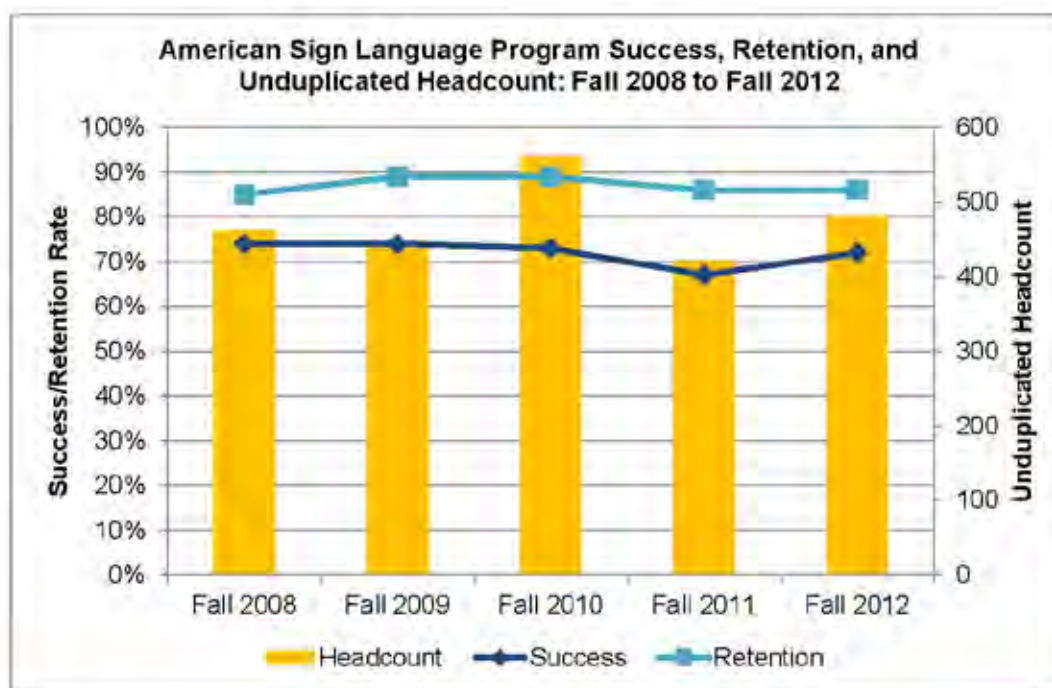
## American Sign Language Department

### American Sign Language Program

**Tenured/Tenure Track Faculty:** Barbara Buchanan, M.A., William Clary, Ed.D., and Joseph Halcott, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	583	815	+40%
Fill Rate	88%	82%	-7%
Load	434	465	+7%
FTES	68.53	87.59	+28%
FTEF	5.02	5.99	+19%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
American Sign Language Studies A.A. Degree	0	0	0	0	3
American Sign Language Studies Certificate of Achievement	0	0	0	0	6
ASL-English Interpretation A.A. Degree	8	6	5	11	3
ASL-English Interpretation Certificate of Achievement	16	9	9	15	6

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### **PROGRAM SUMMARY AND VISION:**

The mission of the ASL Studies/ASL-English Interpretation Program (degrees and certificates) at San Diego Mesa College is to provide high quality instruction and training in practical and theoretical issues, skills, knowledge, and professionalism. American Sign Language and English are separate and distinct languages that represent different cultures with unique values, norms, and perspectives. An Associate of Arts degree and a Certificate of Achievement is offered for ASL Studies. In the area of ASL Studies, students will obtain knowledge and skills of American Sign Language (ASL); focusing on the uniqueness of ASL as a language, Deaf Culture and Deaf History. An Associate of Arts degree and a Certificate of Achievement is offered for ASL-English Interpretation. In the area of ASL-English Interpretation, students will gain an understanding of the interpretation profession and its code of ethics, cultural mediation, skills in providing communication access between ASL and English speakers, sensitivity to issues between groups and individuals with diverse backgrounds, and the importance of continued professional development and lifelong learning.

## Allied Health Department

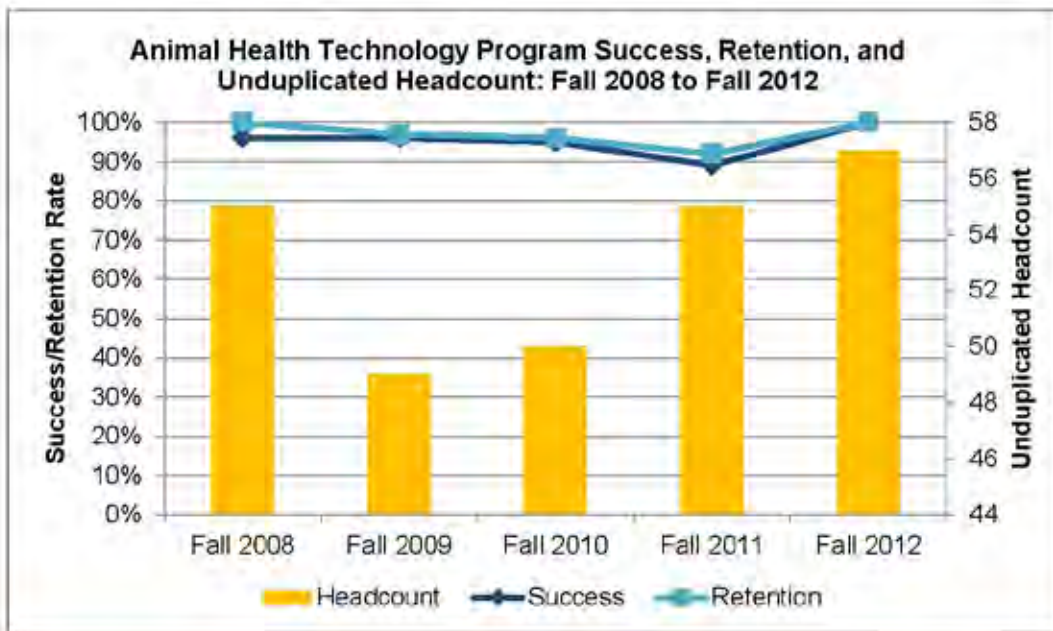
### Animal Health Technology Program

**Tenured/Tenure Track Faculty:** Peggy Fischer, D.V.M.

**Classified Staff:** Carol Novosad, R.V.T. – I.L.T.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	274	290	+6%
Fill Rate	96%	95%	-1%
Load	319	344	+8%
FTES	35.70	36.55	+2%
FTEF	3.16	3.08	-3%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Animal Health Technology A.A. Degree	21	26	18	21	18

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



### **PROGRAM SUMMARY AND VISION:**

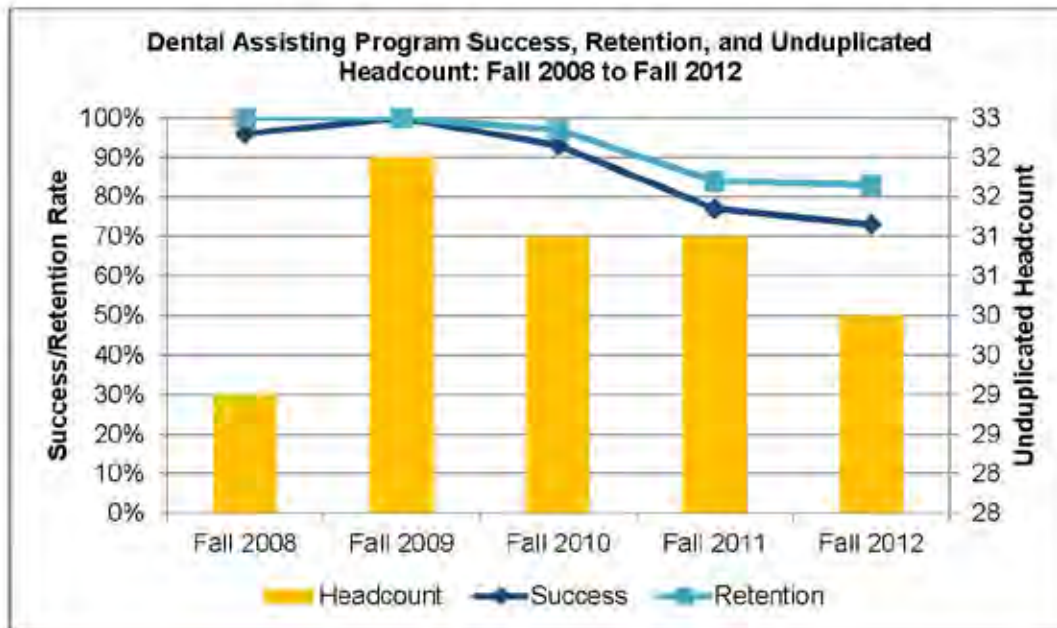
The mission of the program is to prepare students with the knowledge, skills and abilities necessary to become a Registered Veterinary Technician who will practice ethically, and deliver safe and effective patient care. The Animal Health Technology program prepares students for careers in the veterinary medical arena. Graduates may become Registered Veterinary Technicians (RVT) upon passing examinations offered by the California Department of Consumer Affairs and the National Veterinary Technician Exam Committee. RVTs are an integral part of the veterinary medical team, providing professional services including: patient anesthesia, advanced dental procedures, wound suturing, bandaging / casting, and daily nursing care. The program strives to educate individuals to become life-long learners, to continue to challenge themselves to become a better person and technician, and to enjoy their career choice.

## Dental Assisting Program

Tenured/Tenure Track Faculty: Margaret Fickess, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	3,752	3,755	0%
Fill Rate	76%	88%	+16%
Load	539	634	+18%
FTES	409.42	372.13	-9%
FTEF	23.93	20.59	-14%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Dental Assisting (RDA, CDA) A.S. Degree	6	7	10	9	7
Dental Assisting (RDA, CDA) Certificate of Achievement	19	30	20	23	20

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The Dental Assisting Program at San Diego Mesa College provides dental assisting students the knowledge and skills needed to be a confident practitioner leading to a successful career in the dental profession as a dental health team professional as well as to enhance dental assisting in the community.

The Dental Assisting Program provides:

- Quality education that contributes to access to care and dental health in San Diego County
- Dental assisting students with a solid foundation in the basic literacy and thinking skills that are necessary to put their knowledge to work as a dental assistant or a Registered Dental Assistant and/or a Certified Dental Assistant
- Encouragement to dental assisting students to become life-long learners
- Qualified and skilled graduates to the community who have the knowledge, information, and skills, necessary to become a vital professional member of the dental health team
- Opportunities for students to gain knowledge and develop skills necessary to function as a dental assistant, as 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

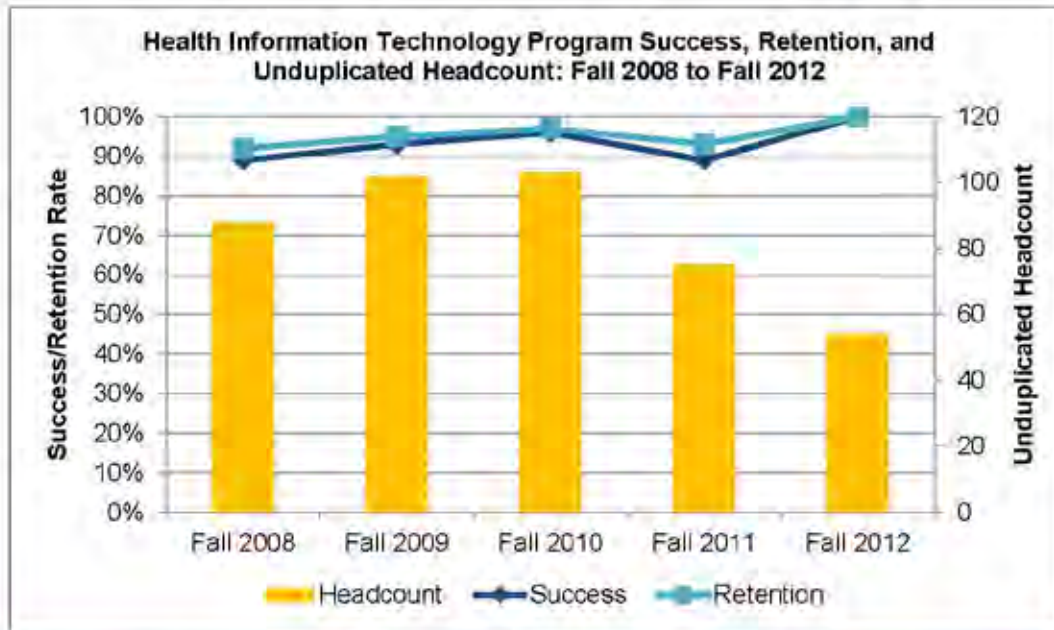


## Health Information Technology Program

**Tenured/Tenure Track Faculty:** Connie Renda, M.A., R.H.I.A., C.H.D.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	129	117	-9%
Fill Rate	86%	80%	-7%
Load	491	388	-21%
FTES	19.90	16.73	-16%
FTEF	1.25	1.19	-5%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Health Information Technology A.S. Degree	11	22	23	22	23

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

Our program vision is to prepare confident, innovative, globally aware, and contributing professionals who can identify and use a variety of information resources and technologies to accomplish the objectives of diverse practice environments. We also strive to provide clinical affiliation experiences which enhance the students understanding of his/her academic studies and reinforce the atmosphere of professionalism cultured at Mesa College.

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

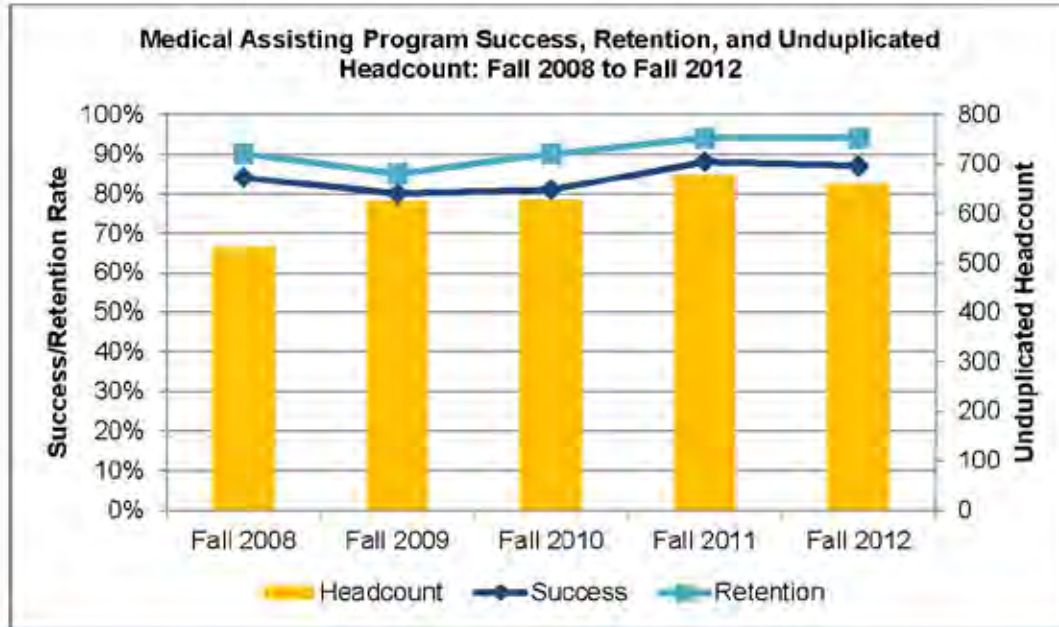
A full time Program Director was hired, Connie Renda, who started in fall 2013. In order for the Health Information Technology Program to meet the needs of potential health information management employers in our community and beyond, the new Program Director plans to stay current in the field by attending approximately 4 educational conferences per year in addition to local community events in order to keep abreast of our dynamic profession.

## Medical Assisting Program

**Tenured/Tenure Track Faculty:** Winifred Benchoff Khalil, R.N., and Danielle P. Lauria, B.S., PA-C

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	849	841	-1%
Fill Rate	94%	89%	-5%
Load	584	586	0%
FTES	80.27	40.37	-50%
FTEF	3.61	2.19	-39%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Medical Assisting A.S. Degree	7	4	10	6	8
Medical Assisting Certificate of Achievement	17	17	15	23	17
Phlebotomy Certificate of Performance	0	0	6	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

To deliver an educational experience that promotes student success in becoming a medical assistant.

### **Goals:**

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

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

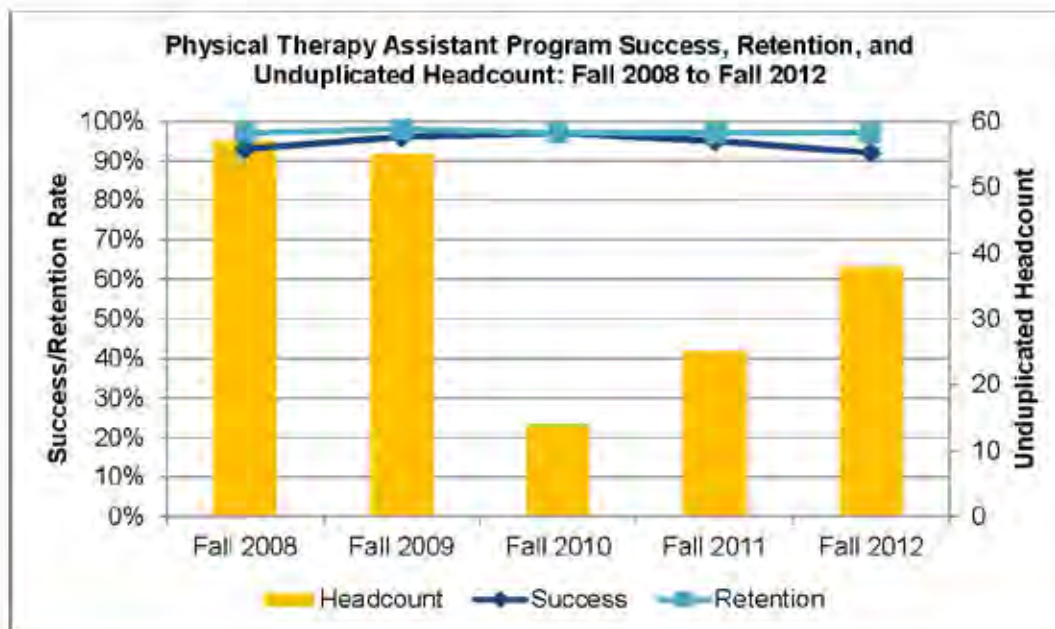
The medical assisting program continues to promote and encourage San Diego Mesa College values; access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability.

## Physical Therapy Assistant Program

**Tenured/Tenure Track Faculty:** Christine Balderas, M.P.T., and Tina Recalde, D.P.T., M.S., A.T.C., C.S.C.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	211	168	-20%
Fill Rate	99%	97%	-2%
Load	384	348	-9%
FTES	26.97	22.05	-18%
FTEF	2.06	1.78	-14%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Physical Therapy Assistant A.S. Degree	18	22	13	0	17

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Physical Therapist Assistant Program strives to develop and nurture highly qualified, skilled, and professional physical therapist assistant practitioners that may excel in the delivery of safe and ethical care to people within our diverse community. The program incorporates didactic and clinical education components to meet these goals. Our faculty consistently strives to increase the educational and clinical demands of the program as needed to meet the evolving complexity within health care. Graduates of the program consistently have a first time pass rate of over 95% on the National Licensure Exam. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association and is approved by the Physical Therapy Board of California.

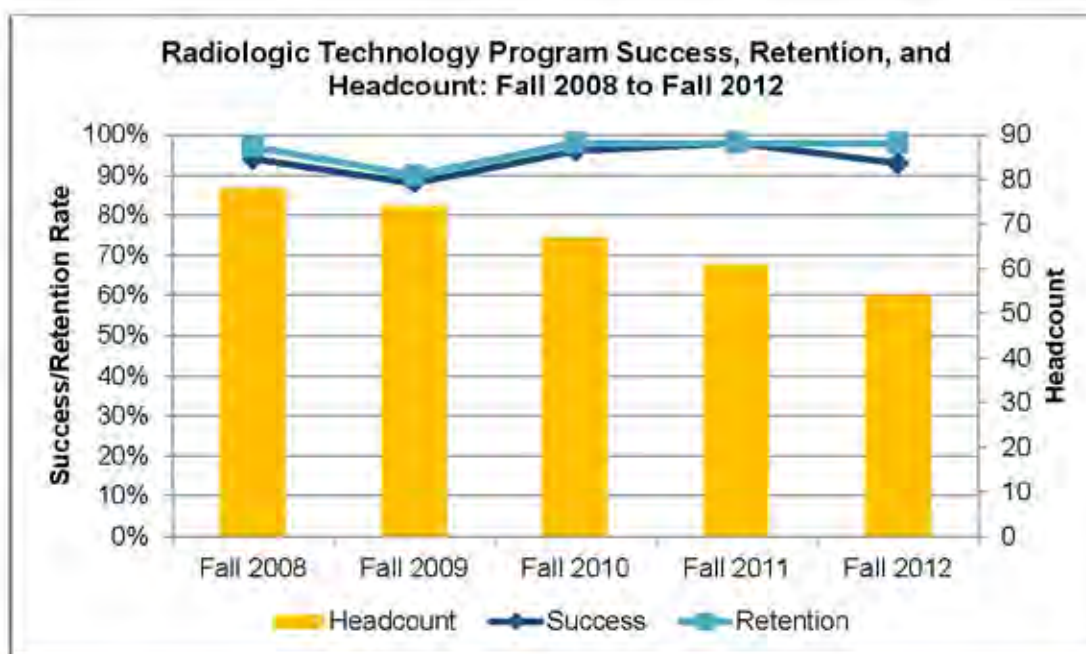


## Radiologic Technology Program

**Tenured/Tenure Track Faculty:** Lori R. Covington, M.S., R.T., and Christy Foster, B.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	298	214	-28%
Fill Rate	88%	91%	+3%
Load	467	327	-30%
FTES	64.07	44.77	-30%
FTEF	2.59	2.25	-13%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Radiologic Technology A.A. Degree	22	16	10	15	19
Radiologic Technology Certificate of Achievement	15	19	28	26	29

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Radiologic Technology program is 24 months long, fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT; [www.jrcert.org](http://www.jrcert.org)) and approved by the CA state Radiologic Health Branch to train students to become fully certified technologists by the American Registry of Radiologic Technologists (ARRT; [www.arrt.org](http://www.arrt.org)). The program holds the only public institution sponsorship in our San Diego region and has the faculty, laboratory and clinical resources to meet all of the imaging healthcare employment needs of our community. Upon graduation, 100% of our students pass the ARRT examination on their first attempt and more than 75% find jobs in our community within six (6) months.

Our vision is to expand our academic and clinical resources to provide training in many advanced imaging modalities, including Mammography, Computerized Tomography (CT), Magnetic Resonance (MR), Cardiac and Vascular intervention (CI, VI), Quality Management (QM), Bone Densitometry (BD) and an interdisciplinary training in electronic imaging records management (PACS; Picture Archiving & Communications System) with our Health Information Technology program and Computer Information Systems resources on campus.

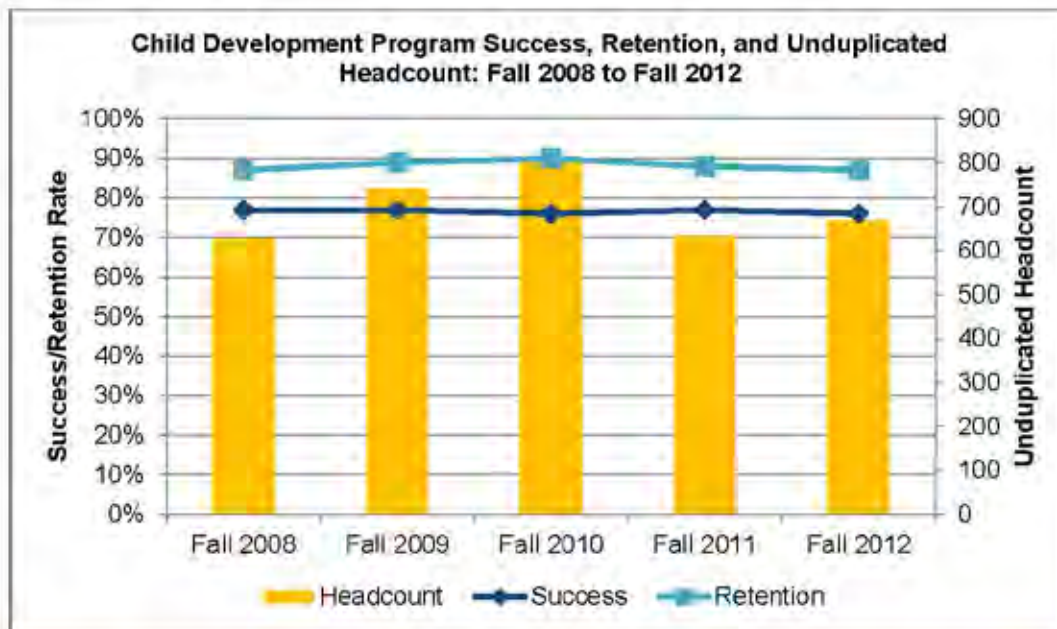
Child Development Program

**Tenured/Tenure Track Faculty:** Lu Ann Gibson, M.S., and Susheela Narayanan, M.A., M.S.

**Classified Staff:** Andrea Roberts-Cooper

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	735	753	+2%
Fill Rate	84%	95%	+13%
Load	644	768	+19%
FTEs	74.80	75.91	+1%
FTEF	3.97	3.37	-15%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Child Development A.S. Degree	15	18	15	11	14
Assistant Teacher Certificate of Performance	1	2	6	1	3
Associate Teacher Certificate of Achievement	2	6	7	5	3
Home Day Care Certificate of Performance	0	2	2	1	1
Master Teacher Certificate of Achievement	0	1	1	0	1
Teacher Certificate of Achievement	8	10	4	2	8
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Child Development A.A. Degree	1	0	6	4	14

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

The Child Development program is completing this 2013/2104 school year with some critical needs. There is a crucial need for a full time faculty member to teach the academic classes and another full time faculty member to be Director of the CDC in order to restore the quality of the Teacher Preparation Lab School component. Our Academic Program ranks as one of the highest degree and certificate awarding programs at Mesa College with 37% of our students going on to earn a BA/BS degree.

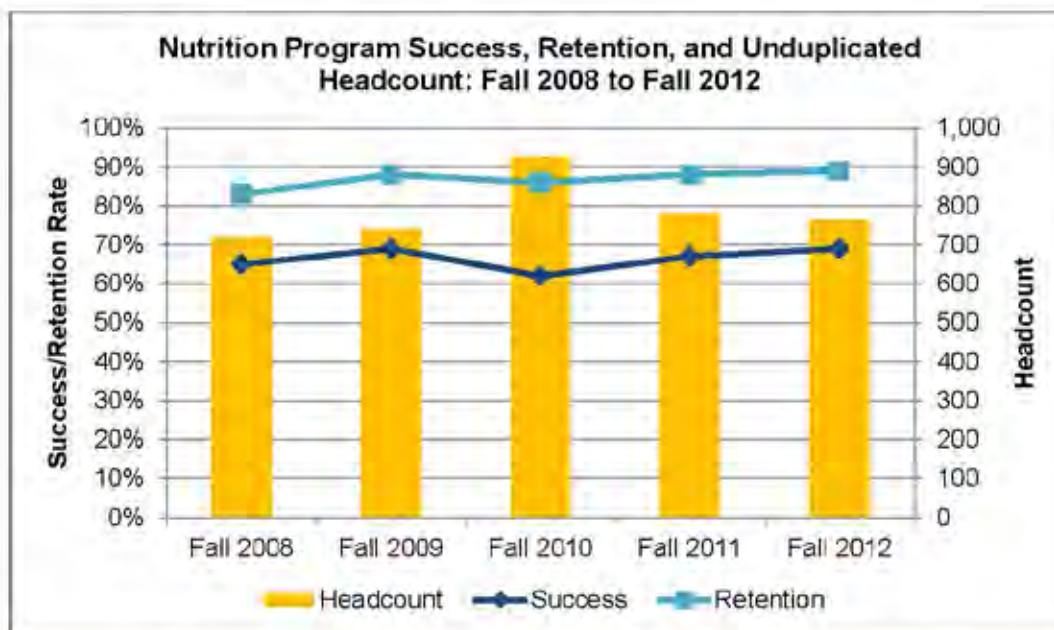
Our primary vision is to develop and expand the program. Currently we are finalizing the Early Childhood Education Associate Degree for Transfer (ADT) and have created two new classes required for the prescribed course list of CSU transferable courses. We will be required to create a new transfer program and offer more classes. Our current courses are deeply impacted and many students are turned away, negatively impacting the matriculation pipeline.

On a positive note, the Child Development Program has been approved for a new full time faculty position to serve as the CDC Director. A second position is still in our plans to meet the ever-growing demands for our classes.

## Nutrition Program

**Tenured/Tenure Track Faculty:** Elizabeth C. Chu, M.S., R.D., and Christine M. DuPraw, Ed.D., R.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	754	809	+7%
Fill Rate	94%	106%	+13%
Load	684	771	+13%
FTES	77.92	84.95	+9%
FTEF	3.65	3.52	-4%



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Nutrition A.S. Degree	2	1	3	6	5
Nutrition Certificate of Achievement	3	3	2	5	4
Dietetic Service Supervisor Certificate of Achievement	1	1	2	2	6
Nutrition and Fitness A.S. Degree	2	5	2	3	4
Nutrition and Fitness Certificate of Achievement	1	5	3	6	4

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

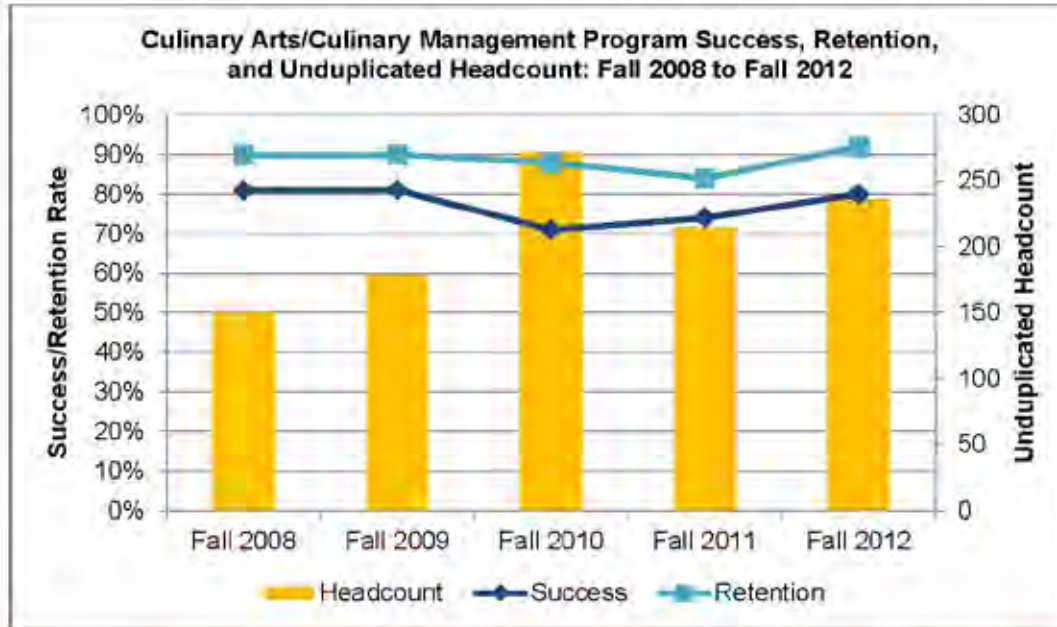
The Nutrition program has continued to grow even through California's budget crisis. Since 2008-2012, we have had a 7% increase in enrollment and a 9% increase in FTES. As the budget improves, our growth will continue. We want to strengthen our DSS program and possibly add a Dietary Manager Certification program. Both these vocational programs provide students with readily available, well-paying jobs. Our SLO's and course revisions are current so students graduate ready for transfer or well prepared for employment. Our model DSS program could grow more, but we need to increase the FTEF for the clinical instructor and DSS program. Every semester we turn away many students due to the inability to add classes. We have been successful in articulating our Nutrition classes to SDSU and plan to continue. Soon we will be implementing the ADT. Additional kitchen labs will allow us to teach the SDSU Food Science classes as part of the ADT. Finally, with the popularity of online classes, we see future expansion in this area. We have received very positive feedback from our professional colleagues regarding the training of our students. With more funding, our vision is to continue building the Nutrition program for transfer and vocational opportunities.



## Culinary Arts/Culinary Management Program

**Tenured/Tenure Track Faculty:** Michael John Fitzgerald, A.A., and Tonya Whitfield, A.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	270	368	+36%
Fill Rate	83%	97%	+17%
Load	492	619	+26%
FTEs	49.89	65.30	+31%
FTEF	3.25	3.45	+6%



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Culinary Arts/Culinary Management in Hospitality A.S. Degree	4	5	4	10	9
Culinary Arts/Culinary Management in Hospitality Certificate of Achievement	6	8	11	16	21

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Culinary Arts and Management program works continuously to meet the goals and priorities of students and the college. The program has a well-designed foundation of general knowledge and specialized skills that are presented in a real-life training atmosphere which promotes elevated success in the life-long pursuit of knowledge. The program has a well-developed and modern curriculum that is designed to prepare students for an ever changing and hyper-competitive workforce.

In an industry with daily sales in the billions and yearly market capitalization in excess of \$1.3 trillion yearly, the program goal is to provide well-trained, industry ready graduates for this large, diverse, and global industry.

We have updated and maintained a program that is well-sequenced providing students with a roadmap to help guide them to successful outcomes in either an Associate of Science degree or a state Certificate of Completion.

Students with Certificates of Completion have the necessary skills for many entry-level jobs that often lead to first-time experience in supervisory and management positions in the culinary arts, hospitality or other related fields.

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## **SCHOOL OF HUMANITIES**

**Andrew J. MacNeill, Ed.D., Dean**

**Tenured/Tenure Track Faculty:** Marie Alfonsi, M.A., Christie Allred, M.A., Sim Barhoum, M.A., Janna B. Braun, M.A., Darius Cooper, Ph.D., Jennifer Cost, M.A., Donna Duchow, M.A., Ronn Edmundson, M.A., Linda M. Farnan, M.A., John Gregg, M.A., Andrew J. Hoffman, M.A., Katie Holton, M.A., Elizabeth L. Hueneberg, M.A., Ron J. Israel, M.A., Nancee Kesinger, M.A., Laurie Kimpton-Lorence, M.Ed., Terry Kohlenberg, M.A., Meera Kumar, Ph.D., Jill Moreno Ikari, Ed.D., Pegah Motaleb, M.A., Bruce Stephen Naschak, M.A., Celia Orona, M.A., Kimberly J. Perigo, Ed.D., Pianta, M.A., Robert E. Pickford, M.A., Bonnie Rosecliffe, M.A., Joseph A. Safdie, M.A., Marilyn Schenk, M.A., Wendy Smith, M.A., Scott Starbuck, M.F.A., Chris Sullivan, Ed.D., Tracey Walker, M.A., and Bonnie ZoBell, M.F.A.

**Classified Staff:** Sandee Hollen, Sue Saetia, Carol Sampaga, and Carlota Vidrio

### **SCHOOL OVERVIEW:**

In the words of Margaret Wheatley, the American philosopher, "One of the essential and elemental characteristics of all life is freedom, the freedom to see the world and interpret things as the individual chooses." In the School of Humanities we believe that a foundation in the humanistic tradition provides one with the educational opportunities that allow that freedom.

The School of Humanities offers coursework in English, Communication Studies, English for Speakers of Other Languages (ESOL), Journalism, Teacher Education, and, of course, the Humanities. The school is also the home to the college's international award-winning speech and debate team, the college newspaper, the Honors Society, the Humanities Institute, and the Academic Skills Center.

Students learn how to think critically and solve problems in a creative way and are provided with a wide range of opportunities to participate in intellectually challenging activities. This is accomplished primarily through learning effective writing and speaking strategies. The aim of the School of Humanities is to invest in students so they can be more successful in professional and educational endeavors.

### **DEPARTMENTS AND PROGRAMS:**

#### **English**

- English
- ESOL
- Humanities
- Journalism
- UCSD English/ESOL

#### **Communication Studies**

#### **Teacher Education**

#### **Honors Program**

#### **Humanities Institute**

#### **Co-curricular Programs**

- College Newspaper
- Speech/Debate

#### **Academic Skills Center**

**Program Profiles**

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.

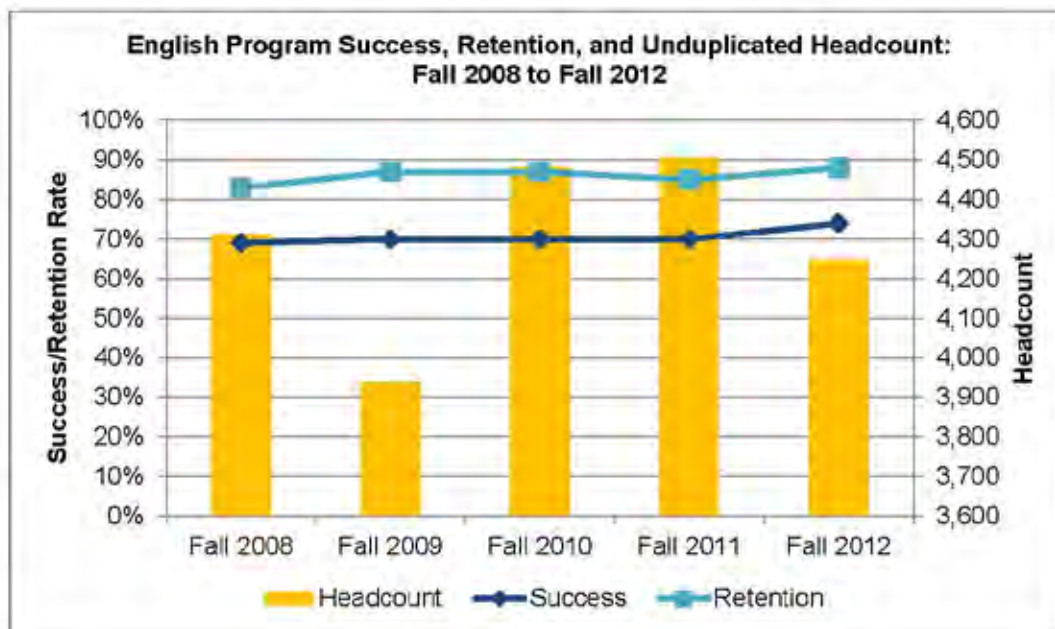
## English Department

### English Program

**Tenured/Tenure Track Faculty:** Marie Alfonsi, M.A., Christie Allred, M.A., Sim Barhoum, M.A., Darius Cooper, Ph.D., Jennifer Cost, M.A., Donna Duchow, M.A., Ronn Edmundson, M.A., John Gregg, M.A., Andrew J. Hoffman, M.A., Ron J. Israel, M.A., Nancee Kesinger, M.A., Laurie Lorence, M.Ed., Meera Kumar, Ph.D., Jill Moreno Ikari, Ed.D., Pegah Motaleb, M.A., Bruce Stephen Naschak, M.A., Celia Orona, M.A., Pianta, M.A., Robert E. Pickford, M.A., Bonnie Rosecliffe, M.A., Joseph A. Safdie, M.A., Marilyn Schenk, M.A., Wendy Smith, M.A., Scott Starbuck, M.F.A., Chris Sullivan, Ed.D., Tracey Walker, M.A., and Bonnie ZoBell, M.F.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	4,679	4,565	-2%
Fill Rate	96%	91%	-5%
Load	408	411	+1%
FTES	469.31	460.76	-6%
FTEF	38.20	35.80	-6%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English A.A. Degree	6	5	8	13	8
Creative Writing Certificate of Performance	1	1	5	0	1
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - English A.A. Degree	0	0	1	2	6

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

#### **PROGRAM SUMMARY AND VISION:**

The primary goal of the English Department is to prepare students for upper division courses. The English faculty contribute to the success of all students at Mesa who earn a degree or certificate. The English Department offers students courses that provide a broad appreciation of literature and increased skills in communication. The preparation in the ability to use and understand English is necessary for the success of students in careers in education, writing, advertising, selling, journalism, law, business, government, and many other professions.

In 2013 – 2104 the English Department developed an ADT degree for transfer to the CSU system. The department also expanded the number of sections and continues to assess the effectiveness of the English 47A course, Accelerated Reading, Writing, and Reasoning. They measured the effectiveness by reviewing success, retention, and persistence data. The success rates of the course are similar to those of the regular English Basic Skills sequence. The percentage of students who attempt transfer level courses after successfully completing ENGL 47A are higher than those in the traditional basic skills sequence.

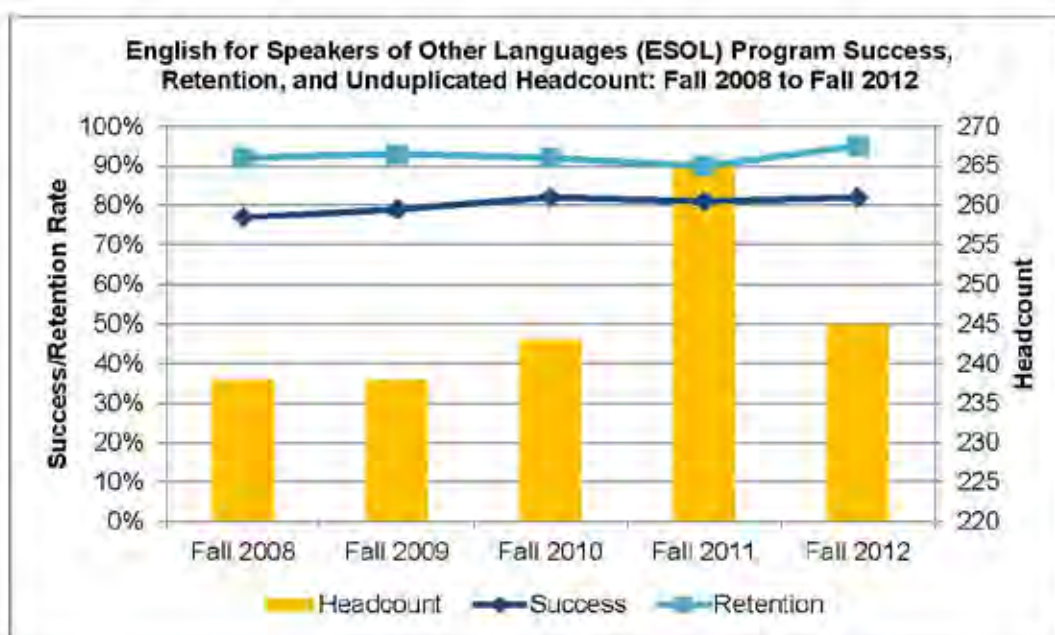


## English for Speakers of Other Languages (ESOL) Program

**Tenured/Tenure Track Faculty:** Christie Allred, M.A., Donna Duchow, M.A., Celia Orona, M.A., and Pianta, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	345	359	+4%
Fill Rate	94%	94%	0%
Load	311	348	+12%
FTES	54.53	54.22	-1%
FTEF	5.60	5.00	-11%

Source: SDCCD Information System



### PROGRAM SUMMARY AND VISION:

The English for Speakers of Other Languages (ESOL) Program strives to provide rigor, access and academic preparation to linguistically diverse students. Curriculum and assessments are structured so that upon exit, students can think critically and express themselves successfully as they read, write, speak and listen at the college level.

The program consists of four levels. The first level, level 19, is an intermediate-lower level combined skills class that introduces students to academic English and practices of academic honesty, rigor, and standards. The subsequent levels, Level 20 and 30, are comprised of three courses. The writing course integrates reading, grammar, and writing in a six-unit course; the 3-unit reading and listening/speaking classes also integrate skills. The fourth level, Level 40, is a single course in grammar, reading and writing. Students who successfully complete ESOL 40 enter ENGL 48 and 49, one level below transfer.

The program's current priority is to identify and dedicate a physical space to make linguistically and socioeconomically diverse students feel welcome and supported in an academic environment that often appears exclusionary.

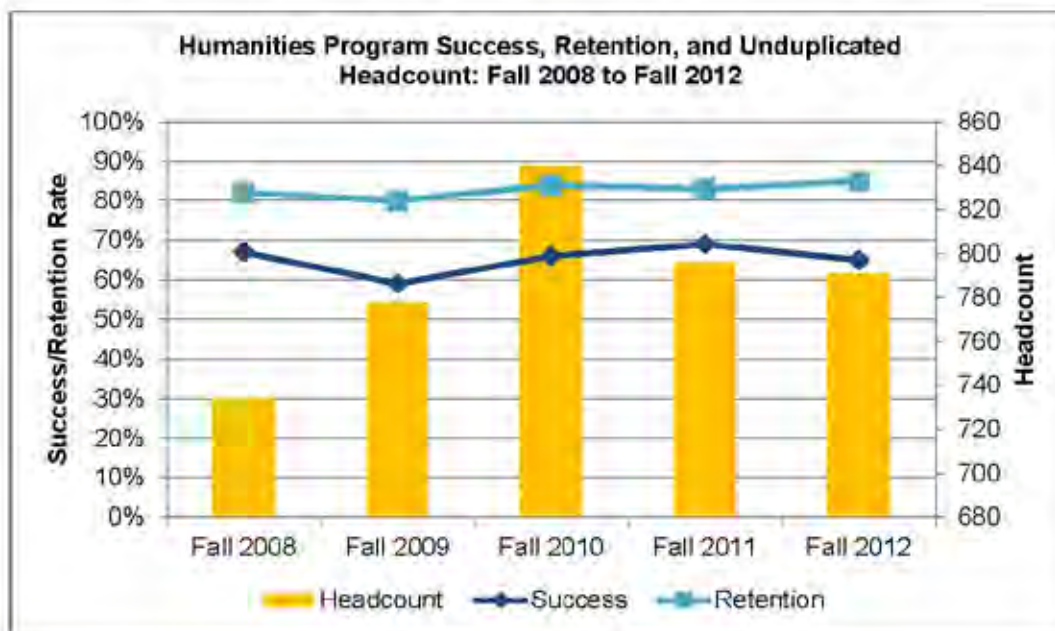
## 5 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES

## Humanities Program

**Tenured/Tenure Track Faculty:** Darius Cooper, Ph.D., Jennifer Cost, M.A., Ron J. Israel, M.A., and Bruce Stephen Naschak, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	750	804	+7%
Fill Rate	84%	96%	+14%
Load	627	699	+11%
FTES	78.73	83.46	+6%
FTEF	4.00	3.80	-5%

Source: SDCCD Information System



### PROGRAM SUMMARY AND VISION:

Mesa College's Humanities Discipline is highly successful. During Fall and Spring semesters, it offers 19-20 sections total in 7 different courses. Usually, all class sessions are full at the beginning of the semester, with retention rates between 80-85% and success rates between 60-70%. Class caps are high (45 for Humanities 101, 102, 106, 201, and 205; 38 for Humanities 103 and 104), yielding substantial load/WSCH ratios. All 7 courses offered by this discipline are on the Humanities transfer lists for Mesa's GE, the UC's IGETC, and the CSU Breadth

Pedagogical currency is maintained through the systematic integration of curriculum, program review, and SLO processes.

Student populations in Humanities Discipline courses are large, varied, and highly enthusiastic. This can be traced to their interest in the discipline's strongly global approach, the courses' excellent transferability, and the quality preparation and dedicated enthusiasm of its faculty. Each year the Humanities Discipline also offers extra lectures in specialized topics for faculty, students, administration, and the general public. Recently, the lecture on "Sources of the World Religions," which studied anthropological and mystical sources to create a family tree of religions, attracted approximately 70 participants.

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

## 6 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES

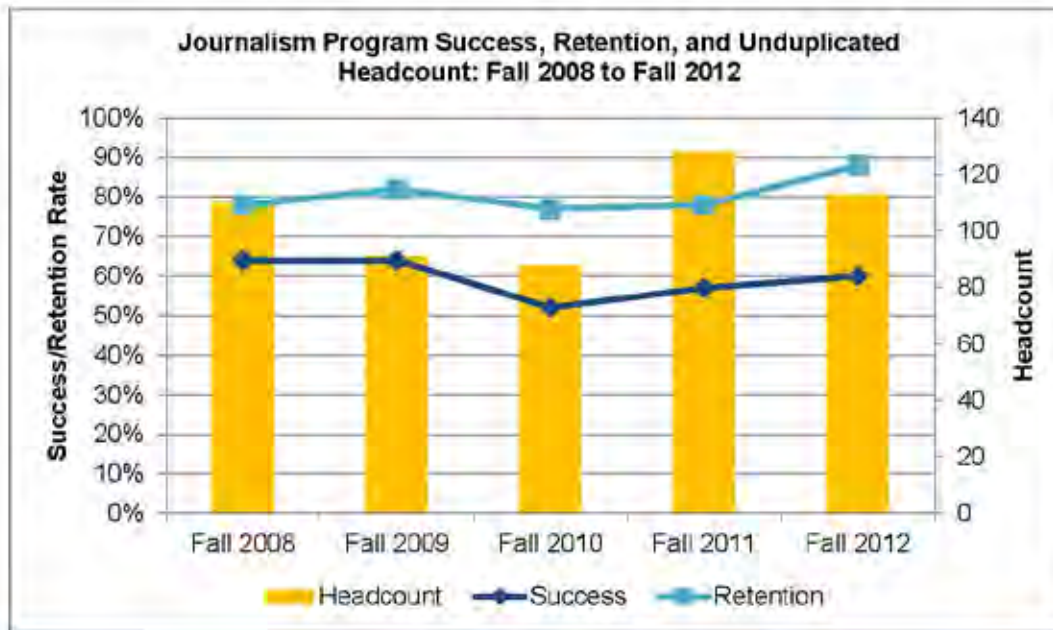


## Journalism Program

Tenured/Tenure Track Faculty: Janna B. Braun, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	122	121	-1%
Fill Rate	63%	73%	+16%
Load	386	448	+16%
FTEF	17.64	17.87	+1%
FTEF	1.68	1.42	-15%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Journalism A.A. Degree	0	0	0	0	0
Journalism Certificate of Achievement	0	0	0	0	0
Journalism for Transfer A.A. Degree	0	0	0	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The journalism program at San Diego Mesa College aims to prepare students for employment in a variety of areas in mass media, including journalism, public relations, and advertising. Our goal is to train students as future practitioners in mass media and instill an appreciation of free speech/free expression as media consumers and practitioners. We continue 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. Mesa offers an array of journalism courses that provide students with hands-on training and experience in news writing, editing, digital journalism, newspaper production, and public relations. We currently provide students several options to meet their educational goals, with two A.A. degrees and one certificate. Journalism courses continue to be popular at Mesa, and with recent easing of budget restrictions, we hope to offer additional sections of existing courses as well as courses we have not previously been able to offer, along with new faculty to teach these courses.

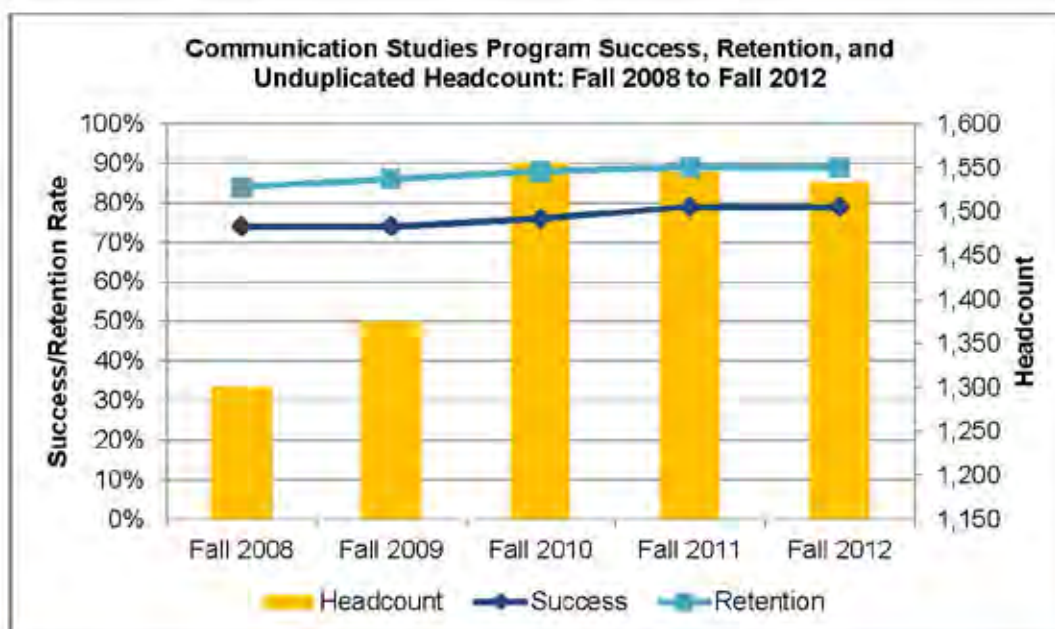
## Communication Studies Department

### Communication Studies Program

**Tenured/Tenure Track Faculty:** Linda M. Farnan, M.A., Katie Holton, M.A., Elizabeth L. Hueneberg, M.A., Terry Kohlenberg, M.A., Kimberly J. Perigo, Ed.D., and Lois Wittner, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,355	1,571	+16%
Fill Rate	70%	88%	+26%
Load	478	533	+12%
FTEs	141.47	164.17	+16%
FTEF	9.15	10.05	+10%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Communication Studies A.A. Degree	0	0	0	5	4
Communication Studies Certificate of Performance	0	0	0	0	0
Communication Studies for Transfer A.A.	0	0	0	0	10

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

The mission of the Communication Studies department is to continue to prepare students to communicate effectively and ethically by: Providing communication training in the areas of interpersonal communication, small group communication, and public speaking; teaching competence in organization of thoughts, oral and written skills, and with mastery of content through classroom application; encouraging active and responsible citizens and developing exceptional critical thinkers who focus on global and cultural issues; and creating a learning environment that promotes both theory and application in its curriculum with engaging face-to-face interaction and through in-class application and demonstration of mastery of subject matter. The department continues to focus on excellence in the classroom as well as with the forensics team. Additionally, the department will continue to strengthen its relationship with transfer institutions to maintain rigor in curriculum. The department will continue to focus on increasing success and retention rates and to be a model program for Mesa College.

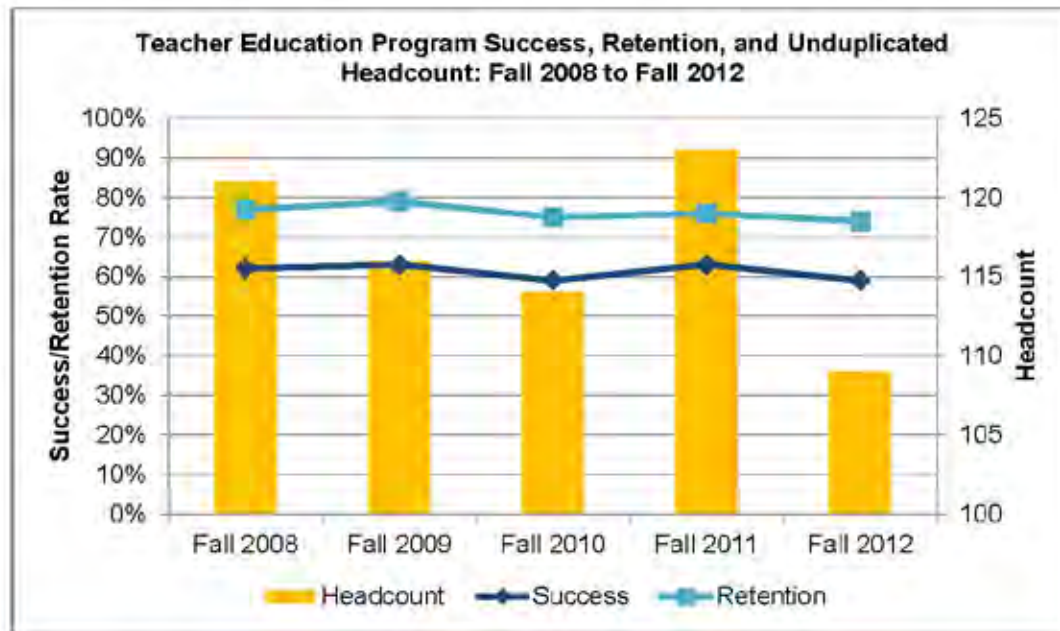
## Teacher Education Department

### Teacher Education Program

**Tenured/Tenure Track Faculty:** Laurie Kimpton-Lorence, M.Ed.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	155	141	-9%
Fill Rate	67%	83%	+24%
Load	475	447	-6%
FTES	8.15	7.48	-8%
FTEF	0.53	0.53	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Liberal Studies - Elementary Education	3	6	1	9	7
Preparation A.A. Degree					

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## PROGRAM SUMMARY AND VISION:

Similar to other departments, the Teacher Education program has seen its share of successes and challenges. On the positive side, the program created an A.A. degree in Liberal Studies and is now in the process of finalizing its ADT. Another success involves the number of students entering the program. At the conclusion of the registration period for Spring 2014, all class sections were filled with closed wait lists.

One of the challenges in a multi-disciplined program is data confusion. Since many of the courses in the program are reviewed within their own divisions, it would be repetitious if they were added to Teacher Education. In addition, two classes not in the program have been part of the summative data. This problem is being dealt with by Mesa's research team.

One goal of the program is increasing teacher diversity. Statistics from SDUSD show a mismatch between student and teacher diversity. The diversity at Mesa College does help achieve this goal, and it is recommended that recruitment of minority students be encouraged.

The future for the teaching profession holds promise. In the San Diego Unified School District, 36% of the teacher workforce is between the ages of 50-62 with 9% over 63. With this retirement prediction and the possibilities of reduced class size, jobs should become available within the next two years.

## **LEARNING RESOURCES AND TECHNOLOGY**

**David Fierro, Ed.D., Interim Dean**

**Classified Staff:** Cathy Palestini, Senior Secretary

### **OVERVIEW:**

The Learning Resource Center (LRC) is dedicated to supporting students, faculty and staff with their information and research needs. In addition to these areas of support, the LRC's mission is to facilitate student achievement and success by providing such services as, but not limited to, audio-visual, computing, library instructional sessions, literature reserves, and quiet study areas.

### **SERVICE AREAS:**

- **Academic Computing**
- **Center for Independent Learning**
- **Library & Audiovisual Services**
- **Audio-Visual Services**



## Academic Computing

**Supervisory Staff:** Michael Davis

**Classified Staff:** Tarina Jaghori, Angela Liewen, Nhon Tran, Paul Palomares, Bao To

### SERVICE AREA MISSION AND GOALS:

To provide technical support for the use of computers, computer networks in various curricula enabling faculty to teach and students to learn in a modern computer-aided laboratory/classroom.

### SERVICE AREA SUMMARY AND VISION:

Academic Computing is responsible for ensuring students have access to computing facilities that are appropriate to their instructional requirements. The vision of this department is for students to have their computing needs provided by the college in a manner that meets instructional expectations.

## Center for Independent Learning

**Faculty:** Hank Beaver

**Supervisor:** Paul Gomez

**Classified Staff:** Hamid Hamidy, Joseph Benedito, James Lugo, Vernon Pellerin, Wahida Hamidy, James King, Thomas Longfellow

### SERVICE AREA MISSION AND GOALS:

The Center for Independent Learning has a twofold purpose: student support for a mediated learning environment, providing an open-access computer lab supporting the campus curriculum, and faculty support to provide professional development to create those mediated learning experiences and to promote the utilization of instructional technology in the teaching process.

### SERVICE AREA SUMMARY AND VISION:

In an effort to support students in the learning and instructional environment, the CIL (fourth floor of the LRC), serves to provide a major resource for those students needing access to state of the art technology (computers with instructional applications, online access, scanners, and printers), as well as instructional assistance by trained support staff.

For faculty Support, the CIL offers professional development as well as teaching and learning techniques (both on campus and online) for those faculty requesting support in areas unique to their areas of instruction.

## Library and Audiovisual Services

**Faculty:** Devin Milner, Roger Olson, and Alison Steinberg Gurganus

**Supervisors:** Charlotta Robertson, Steve Manczuk

**Classified Staff:** Cynthia Hess, Mike Marbrey, Lan Kim Salas, Neam Phimvichhay, Mary Toste, Michael Gast, James Jaworski, Carlos Wales, Yezabenesh Bayisa, Humera Mayer, Mary Kovach, Dee Barbour, Mike McLaren, Kevin Branson, Ivan Toribio, Neil Bhatia

### SERVICE AREA MISSION AND GOALS:

The mission of the library is to provide students, faculty and staff access to, and support with, the necessary learning resources for their curricular needs. The goal of the library is to provide an environment that makes available the necessary resources that will equip all users with library and information literacy skills and research tools needed to succeed in their pursuit of their learning and career objectives.

### SERVICE AREA SUMMARY AND VISION:

The Mesa College library is central to all student learning activities. For this reason, the library is critical to student learning achievement and success: information and research access are paramount to student success. The vision of the library is to ensure students achieve their learning goals and become citizens who are information literate.



## SCHOOL OF MATHEMATICS AND NATURAL SCIENCES

**Saeid Eidgahy, Ph.D., Dean**

**Tenured/Tenure Track Faculty:** Gina Abbiate, M.A., Edward Alexander, Ph.D., Donald S. Barrie, M.S., Alan L. Bass, M.S., Sandra Belew, M.A., Anar A. Brahmbhatt, Ph.D., Nancy Bray M.S., William Brothers, M.S., Michael Brown, M.A., Donna Budzynski, Ph.D., Jennifer Carmichael-Jenkins, Ph.D., Janice J. Clymer, Ph.D., Jarred T. Collins, Ph.D., Laura Creswell, M.A., Michael Crivello, M.S., Alison D. Damoose, M.A., J. Chris Dawes, M.S., Edwin H. Fields, J.D., Ph.D., Robert J. Fremland, M.S., Amanda Fusco, Ph.D., Anne Geller, B.S., D.C., Dwayne Gergens, Ph.D., Michael J. Goldstein, Ph.D., James Harter, M.A., Paula Hjorth-Gustin, Ed.D., Laleh Shojania Howard, M.S., Sharon M. Hughes, Ph.D., Socorro Cazares Hunt, M.A., Randall H. Kottel, Ph.D., Kevin A. Krown, Ph.D., Ken Kuniyuki, M.A., M.S., Carl Luna, Ph.D., Francisco Javier Marquez, Ph.D., Joseph McKenzie, J.D., Ph.D., Phyllis Meckstroth, M.A.T., Morteza Mohssenzadeh, M.S., Claude O. Mona, M.S., Michelle A. Parsons, M.A., Shahrokh Parvini, Ed.D., William Peters, M.A., Robert W. Phelps, M.A., Judith Ross, M.A., C. Phil., Saloua Saidane, Ph.D., Ronald Sandvick, M.A., Joseph A. Schanberger, M.A., M.S., Steven Siegel, M.S., Leslie Seiger, Ph.D., Paul Sykes, Ph.D., Mary Therese Teegarden, M.A.T., Joseph Toto, Ph.D., Ngoc (Kim) Tran, M.A., Yohannes Truneh, Ph.D., and Farshid V. Zand, Ph.D.

**Classified Staff:** Shannon Bacon, David Black, Melvin Clay, Lauren Edwards, Matt Fay, Hermann Kuebitz, Michael Lewis, Cam Nghiem, Somia Said, Mary Toste, and Nataliya Volodarskaya

### SCHOOL OVERVIEW:

The School of Mathematics and Natural Sciences is the largest instructional school within SDCCD and one of the largest STEM programs in the State of California. However, it is the quality and rigor of our programs and faculty which distinguish this School. Each semester, approximately 13,000 students take courses in our school and we still cannot meet student demand in many areas of sciences; in fact many science courses are filled up within the first hour of registration. In short, we are the STEM program of choice in San Diego County and our transfer rates far exceed most other California community colleges by wide margins. Our new "Math+Science Complex" is the flagship of district facilities and the largest instructional building among all 112 California community colleges. However, ultimately our School is all about student learning and success, as reflected in the following statements:

- We aim to demonstrate a contemporary STEM education;
- We foster community and collaborative learning among students, faculty and staff;
- We promote interdisciplinary learning that dissolve boundaries among academic disciplines; and
- We anticipate the future with flexible methodologies and technologies;

However, we also face many challenges. Our classroom and support staffing is completely inadequate. As the most efficient school; more human resources are required to carry out our mission and serve our students. Beyond the full-time faculty needs stated in program summaries; we have two urgent school-wide needs: A school-level supervisor to oversee facilities safety and laboratory staff and a full time clerical assistant in the school office. Additionally, significantly higher supply budgets are necessary in sciences as program offerings expand and more students are served.

### DEPARTMENTS AND PROGRAMS:

#### Biology

#### Chemistry

#### Mathematics

#### Physical Science

- Astronomy
- Engineering
- Geology
- Physical Science, Physics

#### Accelerated College Program

### 1 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES



### **Program Profiles**

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.

## Biology Department

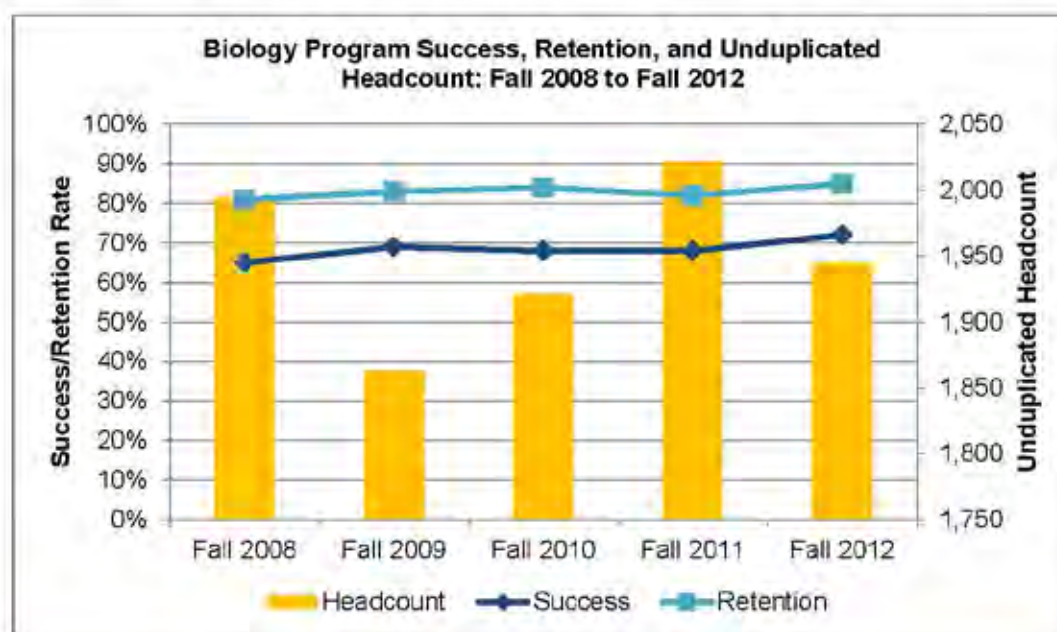
### Biology Program

**Tenured/Tenure Track Faculty:** Anar A. Brahmhatt, Ph.D., William Brothers, M.S., Jennifer Carmichael-Jenkins, Ph.D., Janice J. Clymer, Ph.D., J. Chris Dawes, M.S., Anne Geller, B.S., D.C., Randall H. Kottel, Ph.D., Kevin A. Krown, Ph.D., Robert W. Phelps, M.A., Leslie Seiger, Ph.D., and Paul Sykes, Ph.D.

**Classified Staff:** Shannon Bacon, Matt Fay, Hermann Kuebitz, Cam Nghiem, Somia Said, and Nataliya Volodarskaya

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	2162	2101	-3%
Fill Rate	103%	105%	+2%
Load	594	603	+2%
FTES	455.53	448.69	-2%
FTEF	24.4	23.7	-3%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Applied Biology A.S. Degree	0	1	0	0	0
Applied Biotechnology Certificate of Performance	0	0	0	0	0
Allied Health A.S. Degree	33	25	30	53	44
Transfer Track A.S. Degree	6	4	14	13	16
Liberal Arts and Sciences - Emphasis in Science Studies - Biological Sciences A.A. Degree	3	4	18	20	21

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## PROGRAM SUMMARY AND VISION:

The Biology Department's Vision is to maintain the strongest reputation in the community by providing the highest quality of instruction and learning environment to ensure the success of our students.

To do this, we will:

- Select the best faculty and staff - We are happy to have added a new contract faculty member to our staff and look forward to adding more in the next 6 years. We also look forward to adding an Instructional Support Supervisor in the future.
- Increase the number of sections we offer to take advantage of the increased space in the new Math Science building
- Continue to develop the best laboratory exercises.
- Continue to increase efficiency by the effective use of the new Math Science Building - We are extremely pleased with our new building and look forward to developing new ways of instruction.

Increasing sections and developing innovative labs will be contingent on obtaining sufficient funds as we are now teaching more sections than ever with a supply budget that is (in real terms) less than we had in the 1990s.

## Chemistry Department

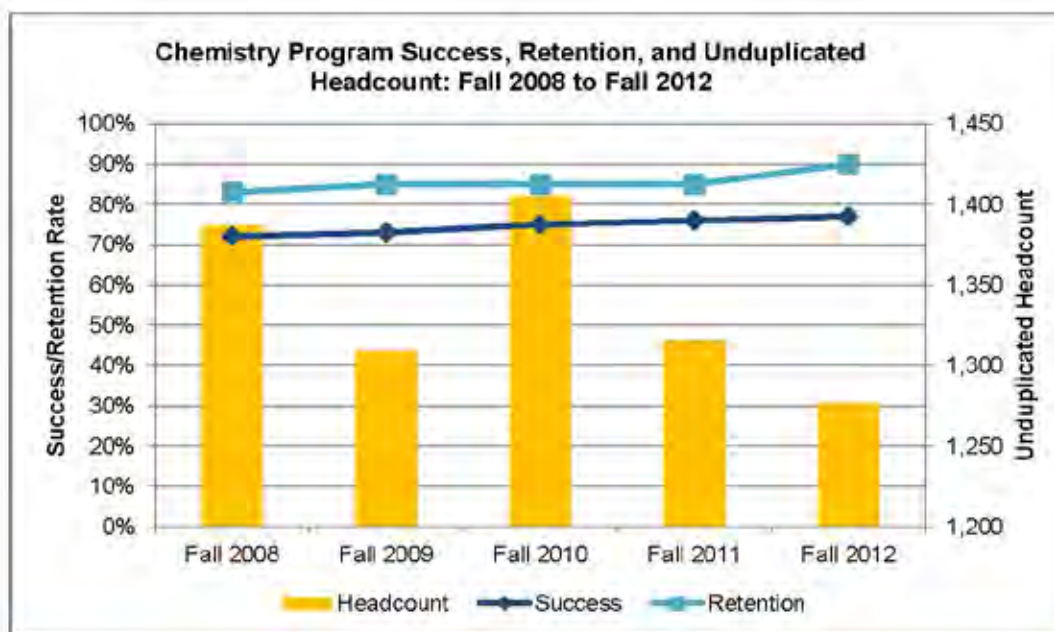
### Chemistry Program

**Tenured/Tenure Track Faculty:** Edward Alexander, Ph.D., Donna Budzynski, Ph.D., Robert J. Fremland, M.S., Amanda Fusco, Ph.D., Dwayne Gergens, Ph.D., Paula Hjorth-Gustin, Ed.D., Saloua Saidane, Ph.D., Joseph Toto, Ph.D., and Farshid V. Zand, Ph.D.

**Classified Staff:** David Black, Melvin Clay, and Lauren Edwards

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	2533	2297	-9%
Fill Rate	97%	104%	+7%
Load	542	555	+2%
FTES	305.15	279.40	-8%
FTEF	17.90	16.02	-11%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Chemistry A.S. Degree	1	3	0	5	5
Chemistry Certificate of Achievement	1	2	0	2	3
Chemistry Technician A.S. Degree	0	0	0	1	0
Chemistry Technician Certificate of Achievement	0	2	1	2	0
Preparation for Chemistry Lab Positions Certificate of Performance	0	0	0	0	0
Liberal Arts and Sciences - Emphasis in Science Studies - Chemistry A.A. Degree	1	11	35	23	19

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## PROGRAM SUMMARY AND VISION:

Through the budget cuts of the last few years, the chemistry department has continued to maintain excellence. Our data show that from fall 2008 to fall 2012, our fill rate has increased to over 100%, though we have cut our FTEF by nearly 2 (from 17.90 to 16.02). In addition, during this time we have maintained our quality and even increased it a bit with our retention rate hitting 90% and our success rate near 80%. It would be hard to improve on those numbers. It can be seen that, though the last few years have put a strain on our faculty and staff in terms of workload, the quality has not suffered.

Thankfully there is relief in sight. The department has recently hired a new tenure-track faculty member. When she gets up to speed, we will have significant help, not only in the classroom but with the arduous tasks of curriculum development, assessment, governance, etc. In addition, we are also in the process of hiring a 4<sup>th</sup> ILT. This will help in maintenance of our laboratories and managing our hazardous materials. As the budget is now increasing, we are increasing our FTEF (Not shown in the data is that Fall 2014 has scheduled 17.35 FTEF.)

The biggest change we have had is the recent move into our new facilities. Along with the new classrooms, came brand new equipment so, finally, we have appropriate facilities and functional equipment. We are in the process of learning our way around our new building, learning how to operate in the new facilities and realizing the potential that goes with this. There has been a SIGNIFICANT improvement in morale amongst the faculty, staff and students since the move.

Moving forward, over the next few years we plan to expand into the potential of our new building. We are bringing back some important classes, such as Analytical Chemistry, that we were unable to teach due to our previous limitations. The new facility along with infusion of new blood into our faculty will help us not only maintain the excellence we have, but bring it to the next level.

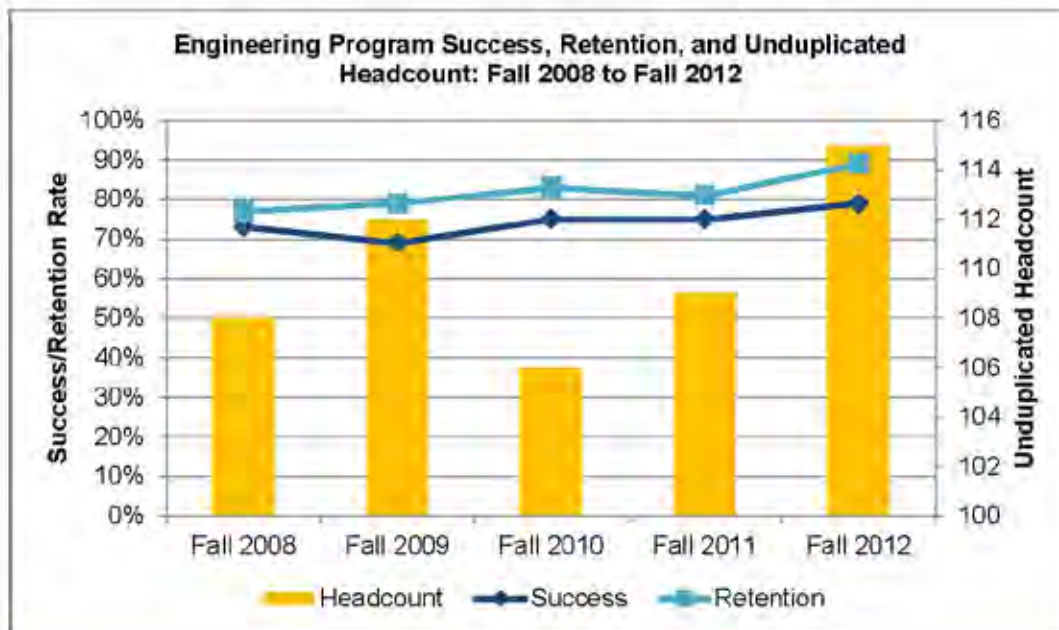
## Engineering Program

**Tenured/Tenure Track Faculty:** Morteza Mohssenzadeh, M.S.

**Classified Staff:** Michael Lewis

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	124	131	+6%
Fill Rate	76%	80%	+5%
Load	425	458	+8%
FTES	13.34	14.41	+8%
FTEF	1.00	1.00	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Engineering A.S. Degree	0	2	0	8	2
Engineering Certificate of Achievement	1	3	1	4	2
Liberal Arts and Sciences - Emphasis in Mathematics and Pre-Engineering Studies - Engineering A.A. Degree	4	7	13	9	13

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The engineering program at San Diego Mesa College offers two-year lower-division courses that prepare students for transfer to colleges and universities in California and across the nation to inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility. In support of the college-level Mission Statement, the core courses in engineering offer students many pathways to success by satisfying the lower division required courses in all fields of engineering leading to the Associate's Degree and/or transfer to higher-level institutions.

The Engineering Program at San Diego Mesa College also provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of courses, learning approaches and teaching methods including traditional classroom instruction, experiential learning, and co-curricular activities. It offers core-engineering courses for students seeking an associate degree, primarily curricula for students planning to transfer to four-year institutions. By providing high quality transfer courses in a specialized discipline, the Engineering Program contributes to workforce development in support of the State and region's economic viability.

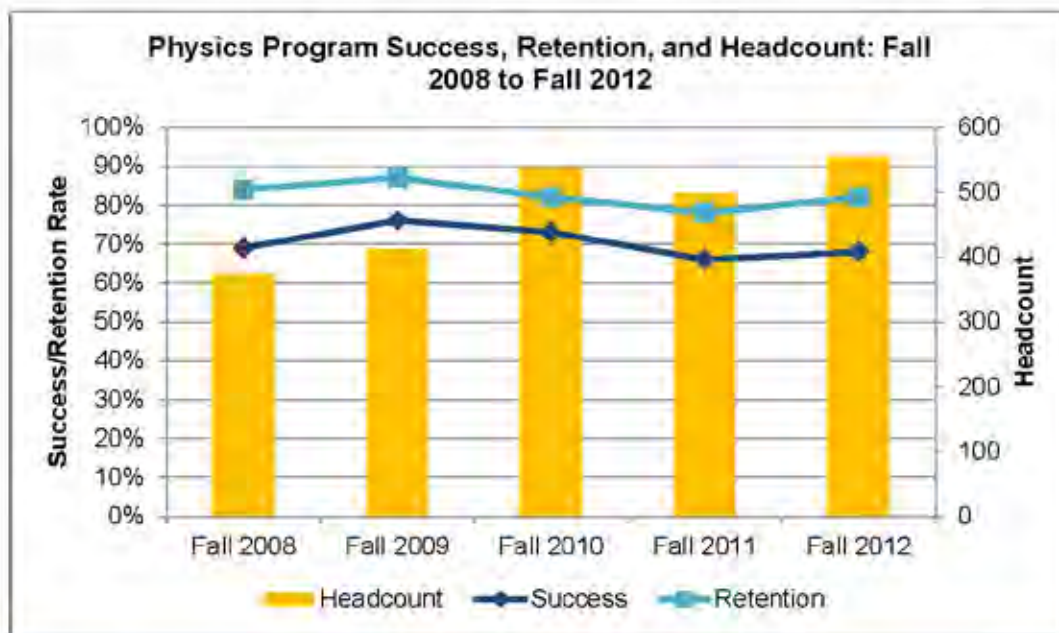


## Physics Program

**Tenured/Tenure Track Faculty:** Michael Crivello, M.S., Michael J. Goldstein, Ph.D., Claude O. Mona, M.S., Steven Siegel, M.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	375	410	+9%
Fill Rate	91%	97%	+7%
Load	477	614	+29%
FTES	88.26	131.04	+48%
FTEF	5.89	6.80	+15%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Physics A.S. Degree	3	4	6	11	6
Physics Certificate of Achievement	3	3	1	6	3
Physics for Transfer A.S. Degree	0	0	0	0	1
Liberal Arts and Sciences - Emphasis in Mathematics and Pre-Engineering Studies - Physics A.A. Degree	2	6	7	7	8

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The physics program seeks to continuously improve the education experience for all enrolled students. The faculty members are committed to providing students with the necessary skills to succeed in STEM fields and seek ways to improve the quality of education for an increasing number of students in both the vocational and technical fields. The physics program works closely with the engineering program to establish a solid foundation for those students seeking an engineering degree and the program works with the School of Health Sciences to prepare students for careers in various medical fields.

Although the current laboratory experience is adequate to convey essential physical principles, the program seeks greater engagement with students in the laboratory setting and hopes additional instructional support staff will aid in

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the ongoing development of an intellectually robust yet accessible laboratory environment. The development of new experiments and updating of existing equipment to provide access to a greater range of experimental investigations will aid students in making a more direct connection between the classroom and applications of the ideas developed therein.

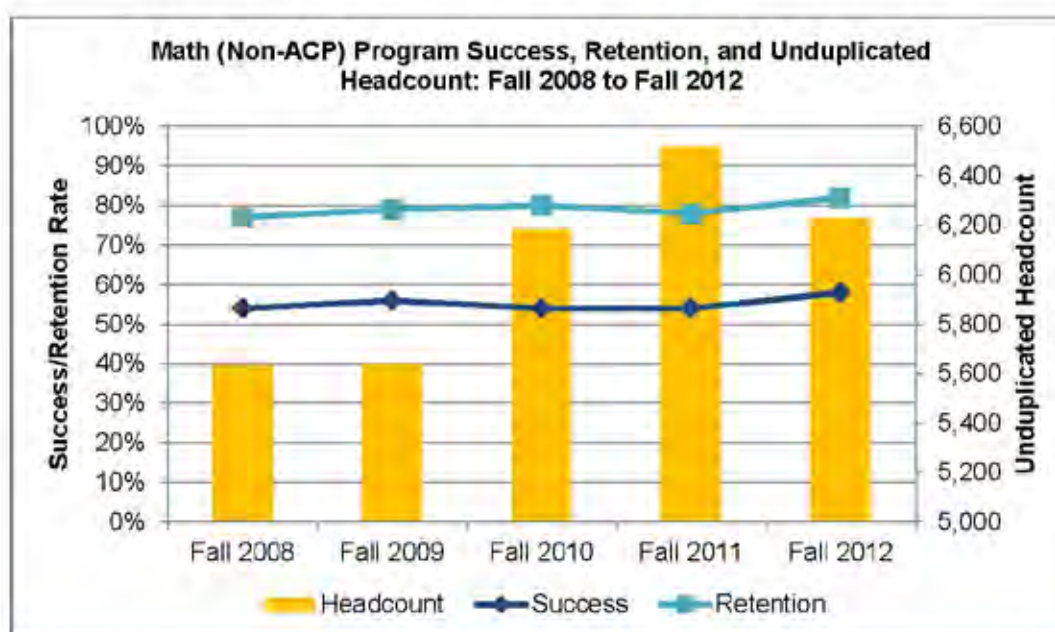
## Mathematics Department

### Mathematics Program

**Tenured/Tenure Track Faculty:** Alan L. Bass, M.S., Sandra Belew, M.A., Nancy Bray M.S., Michael Brown, M.A., Jarred T. Collins, Ph.D., Alison D. Damoose, M.A., James Harter, M.A., Laleh Shojania Howard, M.S., Socorro Cazares Hunt, M.A., Ken Kuniyuki, M.A., M.S., Francisco Javier Marquez, Ph.D., Phyllis Meckstroth, M.A.T., Michelle A. Parsons, M.A., Shahrokh Parvini, Ed.D., William Peters, M.A., Judith Ross, M.A., C. Phil., Joseph A. Schanberger, M.A., M.S., Mary Therese Teegarden, M.A.T., Ngoc Kim Tran, M.A., Yohannes Truneh, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	5898	6520	+11%
Fill Rate	94%	98%	+4%
Load	699	757	+8%
FTEs	789.23	890.15	+13%
FTEF	35.91	37.45	+4%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Mathematics A.A. Degree	8	4	11	9	7
Applied Mathematics Option A.A. Degree	0	0	0	1	0
Mathematics for Transfer A.S. Degree	0	0	0	0	0
Liberal Arts and Sciences - Emphasis in Mathematics and Pre-Engineering Studies - Mathematics A.A. Degree	4	9	19	16	10

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

Mesa College Mathematics Department's primary mission is to maintain high standards while providing all students with an experience which imparts the beauty of mathematics and the essential skills for attaining their educational goals.

Mathematics is a critical service department, providing courses required for basic skills, credentials and degrees, transfer requirements and lower division course work for STEM and business majors. Nearly a quarter of all students at Mesa take a math course each semester.

The new Math and Science building allows for an enhanced teaching environment. Computer classrooms give the department the opportunity to integrate lecture and lab components in a variety of courses. The new study areas throughout the building provide students with their own space for individual and group study, as well as easy access to instructors.

Appropriate placement is a key to student success in Mathematics. To aid students and ensure more accurate placement the department has developed a webpage, challenge exams and refresher courses.

The implementation of Common Core Standards in K-12 will result in students coming to Mesa with a statistical background and experience using technology. This will bring new challenges to curriculum and student learning that will help guide the future of the department.

## Physical Science Department

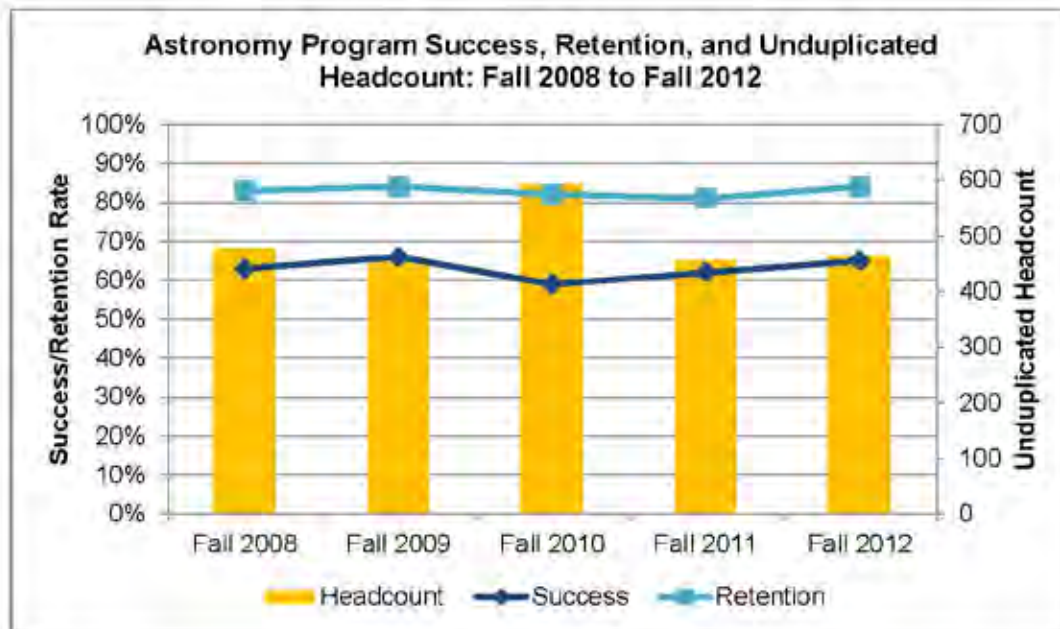
The Physical Science Department is comprised of three disciplines, Astronomy, Geology, and Physical Sciences, which are administered as a combined program. A data set is presented for each of the disciplines, and a single program summary and vision statement is provided for all three at the culmination of the Physical Sciences Program data set.

### Astronomy Program

**Classified Staff:** Michael Lewis

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	552	518	-6%
Fill Rate	94%	107%	+14%
Load	627	726	+16%
FTES	57.11	54.74	-4%
FTEF	2.90	2.4	-17%

Source: SDCCD Information System





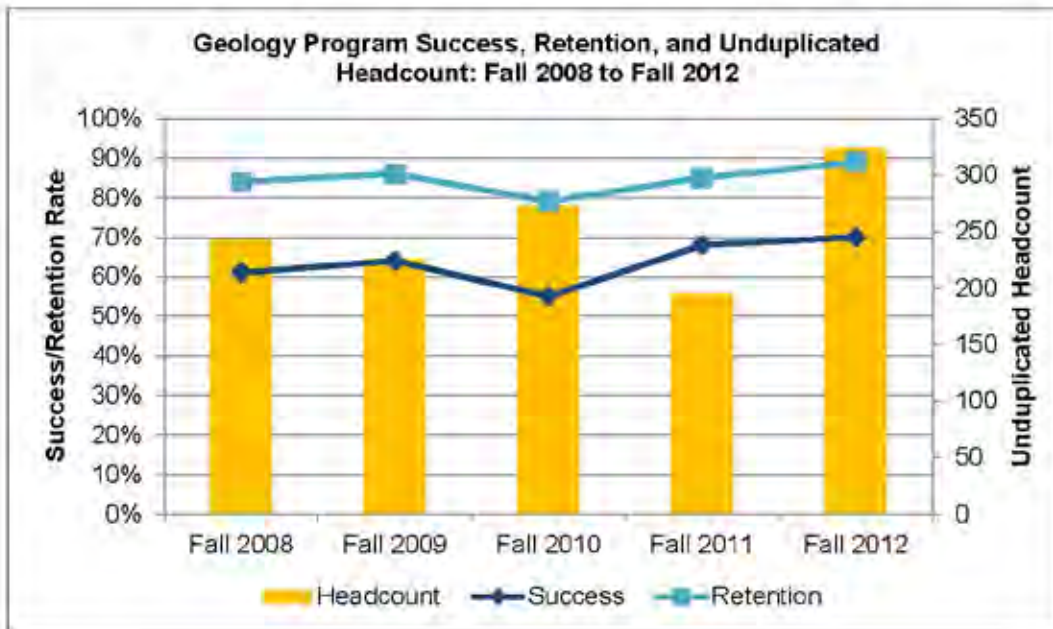
## Geology Program

**Tenured/Tenure Track Faculty:** Donald S. Barrie, M.S.

**Classified Staff:** Michael Lewis

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	124	131	+6%
Fill Rate	76%	80%	+5%
Load	425	458	+8%
FTES	13.34	14.41	+8%
FTEF	1.00	1.00	0%

Source: SDCCD Information System

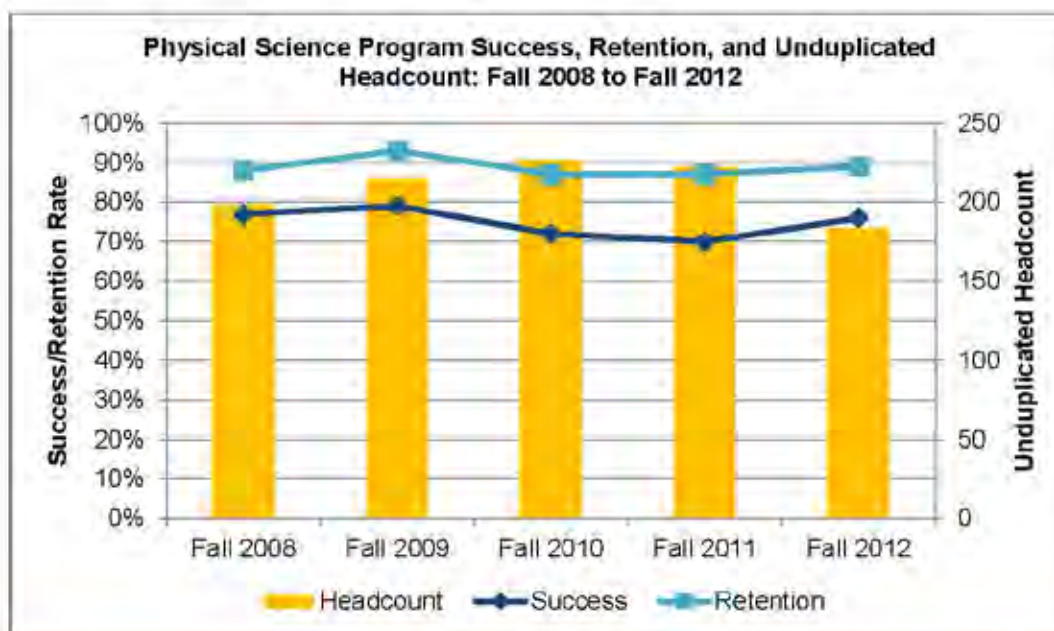


## Physical Science Program

Classified Staff: Michael Lewis

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	217	216	0%
Fill Rate	83%	90%	+8%
Load	549	547	0%
FTES	22.42	22.34	0%
FTEF	1.30	1.30	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Physical Sciences (General) A.A. Degree	0	0	0	0	0
Physical Sciences (General) Certificate of Achievement	0	0	0	0	0
Liberal Arts and Sciences - Emphasis in Science Studies - Physical Sciences - Earth Sciences A.A. Degree	0	2	1	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

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

The Physical Sciences program promotes a broad but unified view of the modern scientific enterprise by emphasizing interdisciplinary connections and interrelationships. The wide variety of program courses (including regular and Honors courses) provides students with many pathways to success by satisfying general education requirements leading primarily to transfer to higher-level institutions. The program includes both classroom and extracurricular learning opportunities such as public lectures, star parties, and field trips.

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## Accelerated College Program

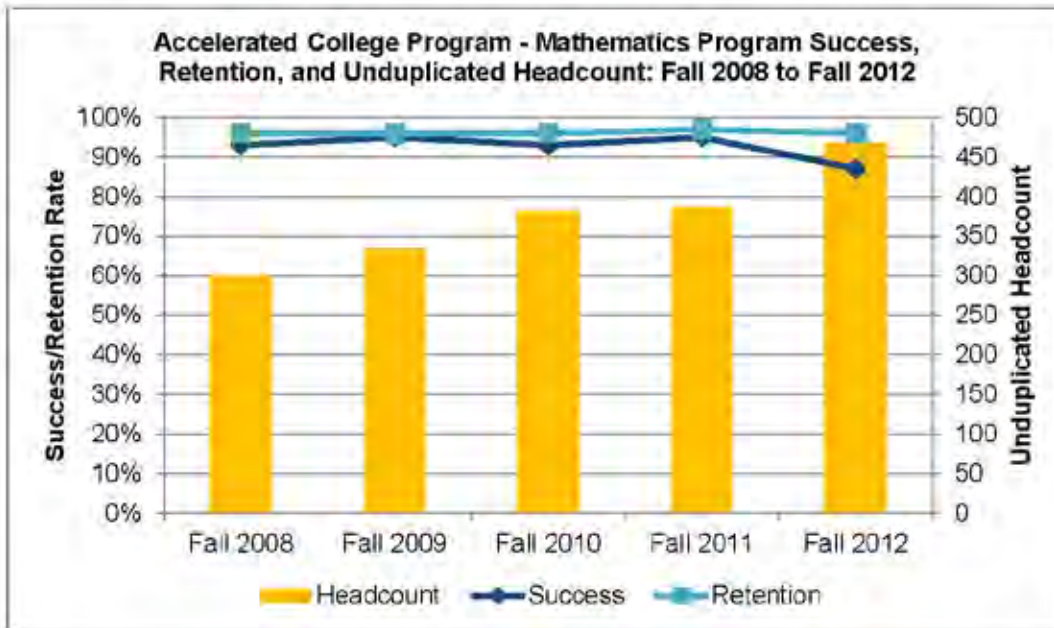
The Accelerated College Program is comprised of two disciplines, ACP Mathematics and ACP Political Science. A data set is presented for each of the disciplines, and a single program summary and vision statement is provided following the ACP Political Science data set.

### Accelerated College Program – Mathematics

**Tenured/Tenure Track Faculty:** Jarred T. Collins, Ph.D., Laura Creswell, M.A., Sharon M. Hughes, Ph.D., and Joseph A. Schanberger, M.A., M.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	300	468	+56%
Fill Rate	N/A	N/A	N/A
Load	329	525	+60%
FTES	44.26	73.68	+66%
FTEF	4.26	4.46	+5%

Source: SDCCD Information System



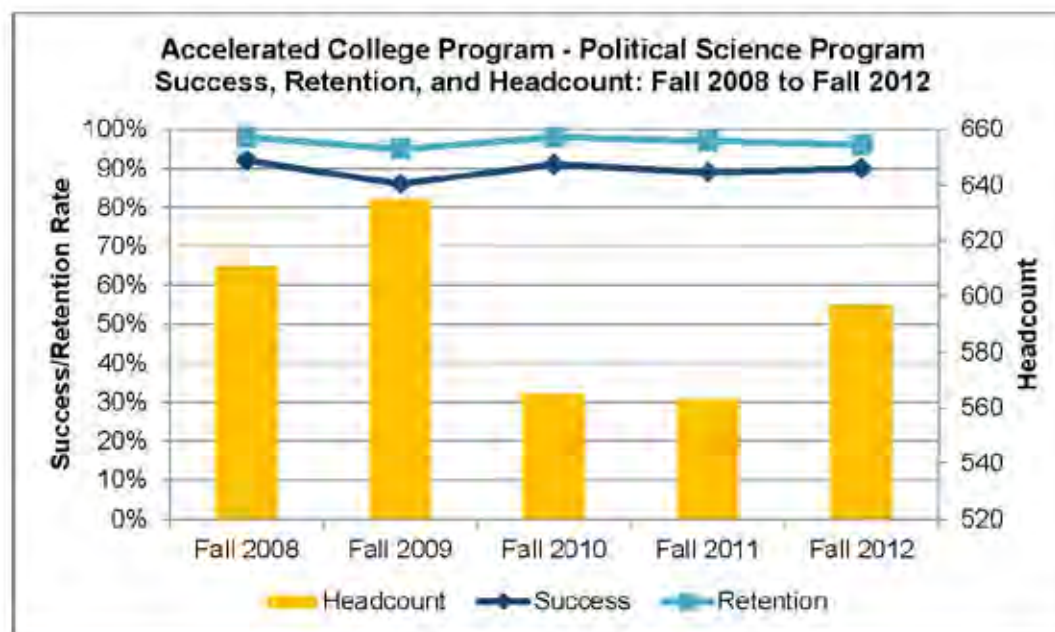


### Accelerated College Program – Political Science

**Tenured/Tenure Track Faculty:** Edwin H. Fields, J.D., Ph.D., Carl Luna, Ph.D., and Joseph McKenzie, J.D., Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	611	597	-2%
Fill Rate	N/A	N/A	N/A
Load	437	538	+23%
FTEs	60.68	64.32	+6%
FTEF	4.40	3.80	-14%

Source: SDCCD Information System



### PROGRAM SUMMARY AND VISION:

The Accelerated College Program (ACP) looks to continue to serve as a successful outreach program by providing access to college courses to the diverse student population of the San Diego Unified School District (SDUSD). We hope to maintain and expand the number and types of courses that we offer as we work to respond to the ever changing needs of our partner high schools. We will continue to maintain the rigor of our courses and the reputation of our program, offering students the opportunity to take and earn college credit before graduating high school. We are excited to continue meeting the needs of our students and look forward to providing the benefits of our program to an increasing number of students and partner high schools.



## SCHOOL OF EXERCISE SCIENCE, HEALTH EDUCATION, DANCE & ATHLETICS

**Dave Evans, M.S., Dean/Athletic Director**

**Tenured/Tenure Track Faculty:** Paul Adams, B.A., Elizabeth Barrington, M.A., Manny Bautista, M.S., Henry Browne, M.A., Aulani Chun, B.A., Todd Curran, M.A., Jan Ellis, M.S., Jim Fegan, M.A., J. Kevin Hazlett, M.A., Edward M. Helsher, M.S.S., Kim M. Lester, M.Ed., Patricia R. Mendoza, M.A., Nathan P. Resch, M.A., Michael Sanchez, M.A., Jerzy Szyndlar, M.A., and Lisa Williams, M.S.

**Classified Staff:** Matthew Bucher, Anastasia Doan, Timothy Fischer, Jose Guzman, Anita Lee, Wayne Mitchell, and Jennifer Osborne

### SCHOOL OVERVIEW:

The School of Exercise Science, Health, Dance and Athletics is very excited that new construction on the Exercise Science Building will begin in late June 2014 and is scheduled to open in Fall 2015. Faculty worked for over one year to complete the design/build process. The new state of the art facility (with Multipurpose Rooms, Athletic Training Room, Weight Room and Offices) will allow us to move forward with new technology.

We have an outstanding history of student success. Our Health Education Program has a 90% retention rate with a 77% success rate. Our Dance Program has an 80% retention rate and a 65% success rate. The success rate of the Student-Athletes this past year has been amazing. The student-athlete matriculation rate is 72% with 46% transferring with scholarships totaling \$890,000.

The School hired two new classified employees-- Anastasia Doan, Athletic Trainer and Mathew Bucher, Athletic Groundskeeper. Thad Porlas has been selected as Acting Head Football Coach for the 2014 season and we will start our search for an Assistant Professor, ES (emphasis in Football) Fall 2014.

### DEPARTMENTS AND PROGRAMS:

**Dance**

**Health Education**

**Physical Education**

**Fitness Certification**

**Intercollegiate Athletics**

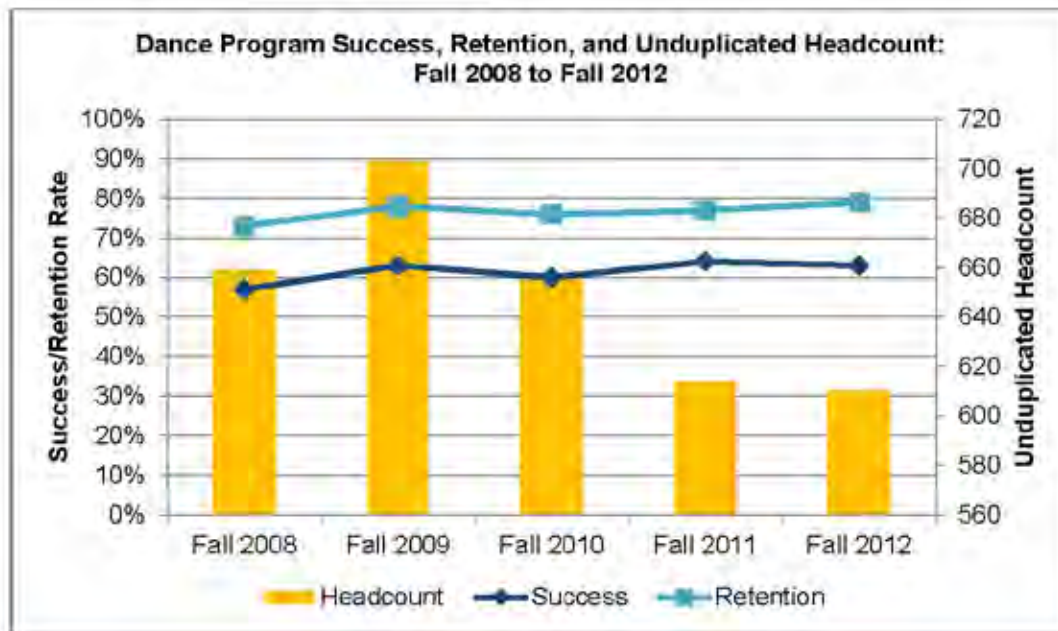
#### **Program Profiles**

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.

**Dance Program****Tenured/Tenure Track Faculty:** Aulani Chun, B.A. and Jan Ellis, M.S.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	845	817	-3%
Fill Rate	75%	71%	-5%
Load	645	673	+4%
FTES	82.68	81.86	-1%
FTEF	4.05	3.98	-2%

Source: SDCOD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Dance Certificate of Performance	1	0	0	0	0
Liberal Arts and Sciences - Emphasis in Art Studies - Dance A.A. Degree	0	0	1	1	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included

**PROGRAM SUMMARY AND VISION:**

The Dance Program continues to excel with high student success and retention rates. Graduates of the program successfully transfer to universities, perform and choreograph professionally, direct dance companies and own studio businesses. The program focuses on a core curriculum of ballet, modern, jazz, choreography and history that is enriched with social, ethnic, and contemporary dance forms. Faculty regularly create new curriculum to stay current with emerging trends and to expand course offerings. New classroom equipment is being installed in the studios that will increase our technological capabilities and offer new opportunities for our students. Two new certificates and an AA Degree will be offered in Fall 2015. We hope to increase the number of full time faculty. Our vision for the future includes the development of outreach relationships with local schools and organizations as well as the launch of a European Tour. The future would truly be bright with the design and construction of a new theatre and performing arts center on the Mesa College campus.

**2 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES**

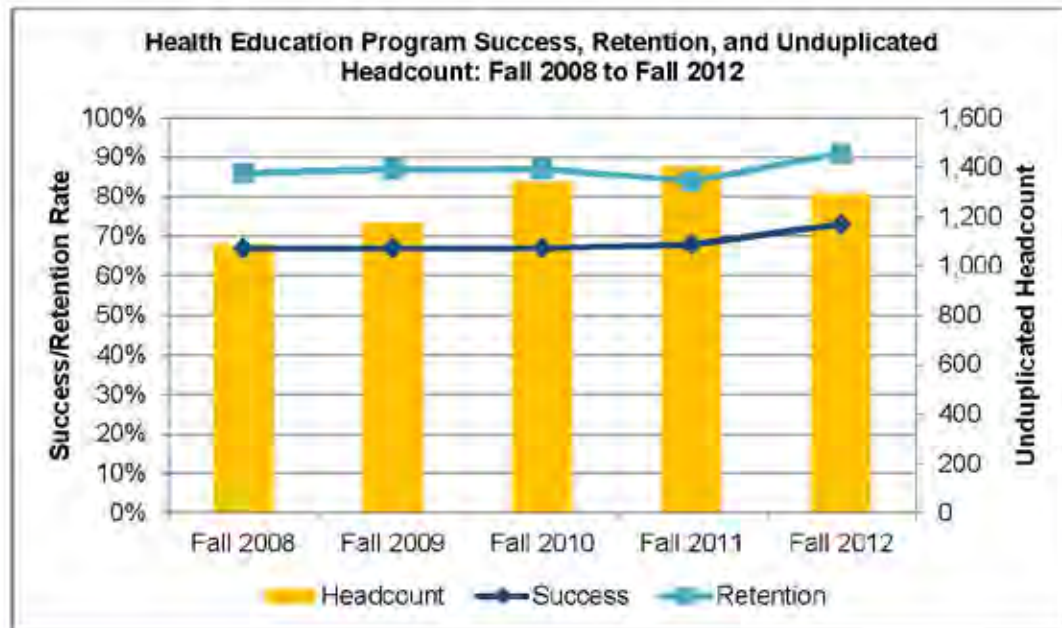


## Health Education Program

**Tenured/Tenure Track Faculty:** Elizabeth Barrington, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,098	1,299	+18%
Fill Rate	100%	116%	+16%
Load	637	755	+19%
FTES	101.64	123.47	+21%
FTEF	5.07	5.20	+3%

Source: SDCCD Information System



### PROGRAM SUMMARY AND VISION:

The Health Education program continues to excel with high student success and retention rates. Our faculty members foster behavior change so that students are better able to prevent chronic disease, manage appropriate weight control and nutritionally appropriate eating habits. We strive to eliminate smoking and drug use within our students and to limit the use of alcohol. Students are prepared to select appropriate health insurance and health services and our courses cover relationships, sexually transmitted infection prevention and methods for preventing pregnancy, stress management, fitness, infectious disease, and the aging process.

Within our faculty we have experts in behavioral epidemiology, kinesiology, emergency first aid, drug addiction and weight management. Our vision continues to be to strive to improve the health of our student population by promoting appropriate personal health behavior. We hope to increase the number of faculty from specific health disciplines to further enhance our teaching staff.

Our belief remains that the value of any degree program is improved by health education that fosters positive health and longevity.

### 3 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES

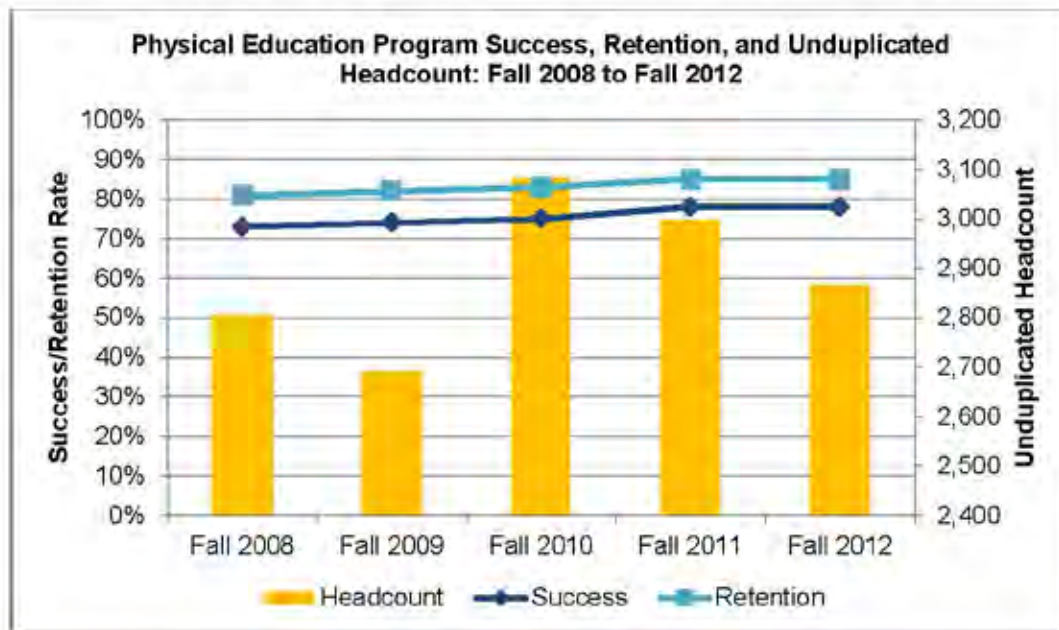
## Physical Education Program

**Tenured/Tenure Track Faculty:** Paul Adams, B.A., Manny Bautista, M.S., Henry Browne, M.A., Aulani Chun, B.A., Jan Ellis, M.S., James Fegan, M.A., Kevin J. Hazlett, M.A., Edward M. Helscher, M.S.S., Kim M. Lester, M.Ed., Patricia R. Mendoza, M.A., Nathan P. Resch, M.A., Michael Sanchez, M.A., Jerzy Szyndlar, M.A., and Lisa Williams, M.S.

**Classified Staff:** Jose Guzman, Kim M. Lester, and Jennifer Osborne

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	3,752	3,755	0%
Fill Rate	76%	88%	+16%
Load	539	634	+18%
FTES	409.42	372.13	-9%
FTEF	23.93	20.59	-14%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Physical Education A.A. Degree	1	0	0	2	0
Fitness Specialist Certificate of Achievement	10	8	3	4	8
Kinesiology for Transfer A.A. Degree	0	0	0	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

Our number one priority continues to be the hiring of new faculty. We are currently in the process of hiring a new Head Football Coach, but have not completed the process. We have previously identified Softball/Exercise Science as the second full-time faculty needed, but will be looking at Track and Field as a possible need in our fall meetings based upon our department data.

Our second priority is the hiring of 3 classified positions. We have been able to hire one athletic groundskeeper, but are still in need of a full time Sports Information Director to market our Intercollegiate Sports, as well as a second full time Athletic Groundskeeper to complete the process of making our Exercise Science department self-sufficient.

Our facilities will see a major improvement with the Exercise Science building breaking ground this summer, but we are still in need of improving our older areas. The tennis courts were refinished this summer, bringing them up to date with the rest of the campus. The areas we will need to focus on improving are the Gymnasium, Pool and Baseball Field. Once these three have been updated, we will have state of the art facilities for all of our intercollegiate classes.

## SCHOOL OF SOCIAL/BEHAVIORAL SCIENCES AND MULTICULTURAL STUDIES

Charles Zappia, Ph.D., Dean

**Tenured/Tenure Track Faculty:** Donald R. Abbot, Ph.D., Evan Adelson, Ph.D., John Avorh, M.A., Amy Beeman, M.A., Kenneth Berger, D. Env., John Crocitti, Ph.D., Sudata Debchaudhury, Ph.D., Justin Estep, C. Phil., Sam Farahani, Ph.D., Rob Fender, B. Arch., Dwight Furrow, Ph.D., Helen L. Greenbergs, Ph.D., Madeleine Hinkes, Ph.D., Holly Hodnick, B.A., B.S., Larry Horsman, M.S., Inna Kanevsky, Ph.D., Ian J. Kay, M. Arch., Tanya Kravatz, Ph.D., César López, Ph.D., Thekima D. Mayasa, M.A., Jonathan McLeod, Ph.D., Dina Miyoshi, Ph.D., Ryan Mongelluzzo, Ph.D., Michael R. Ornelas, M.A., Waverly Ray, Ph.D., Michelle Rodriguez, Ph.D., Nina Rosenstand, Ph.D., Ronald Ryno, Ph.D., Jennifer Sime, Ph.D., Jaye Van Kirk, M.A., A.B.D., and Manuel Velez, M.F.A.

**Classified Staff:** Denise Costa, Jeannette León

### SCHOOL OVERVIEW:

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

We endeavor to serve the needs of all our students, including those intending to transfer to four-year institutions, those who are focusing on vocational training or re-training, and those life-long learners seeking courses and programs of general interest. We aspire always to excellence in teaching. To this end we regularly evaluate the teaching performance of tenured/tenure-track and adjunct faculty and encourage scholarship and professional development. We consistently review the programs and courses offered in our School, seeking always to improve and refine our instructional efforts. We strongly believe that education is both a personal benefit and a social utility. We are dedicated to education that will help people make a better living; but perhaps even more importantly will teach people how to make better lives, for themselves, and for everyone else with whom we share the planet.

Over the next five years, our goals are to hire more tenure-track faculty; expand our programs utilizing the resources that will be available when the new Social and Behavioral Sciences Building opens in Fall, 2014; lock in adequate budgets to maintain equipment and facilities; and continue to reach out to the community to profile the excellence of our programs and faculty, and to encourage support for public higher education.

### DEPARTMENTS AND PROGRAMS:

#### Behavioral Sciences

- Anthropology
- Psychology
- Sociology

#### Black Studies

#### Chicano Studies

#### Social Sciences

- Geography
- History
- Philosophy
- Political Science

**Architecture/Environmental Design**

- Architecture
- Building Construction
- Interior Design
- Landscape Architecture

**Interdisciplinary Programs**

- American Indian Studies
- Asian American Studies
- Filipino Studies
- Women's Studies

**Program Profiles**

Program information, such as enrollment, load, and student outcome data are provided for each program by department. Within each department, programs are listed in alphabetical order.

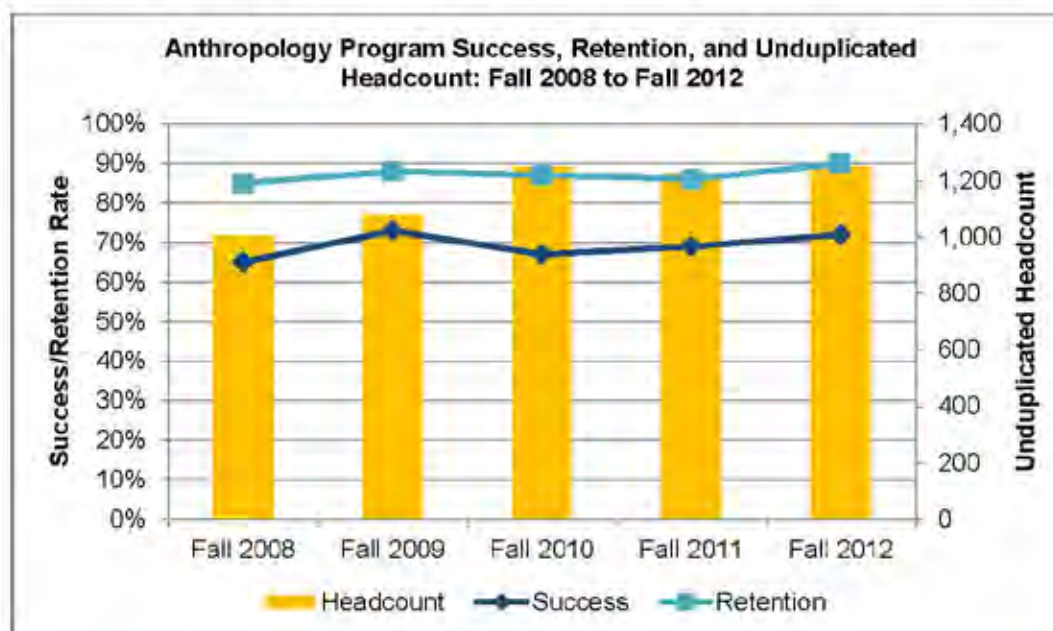
## Behavioral Sciences Department

### Anthropology Program

Tenured/Tenure Track Faculty: Madeleine Hinkes, Ph.D., Ryan Mongelluzzo, Ph.D., and Jennifer Sime, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,047	1,291	+23%
Fill Rate	86%	103%	+23%
Load	570	744	+31%
FTES	110.25	134.40	+22%
FTEF	6.15	5.75	-7%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Anthropology A.A. Degree	1	2	3	5	2
Anthropology for Transfer A.A. Degree	0	0	0	0	0
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Anthropology A.A. Degree	1	1	3	8	4

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## PROGRAM SUMMARY AND VISION:

Anthropology is the study of humans, past and present. To understand the full range and complexity of cultures across the span of human history, anthropology draws and builds upon knowledge from the social/behavioral, biological, and physical sciences as well as the humanities. Anthropologists specialize in one or more of five subfields: cultural anthropology, biological anthropology, archaeology, linguistics, and applied anthropology. A main focus of anthropologists is the application of knowledge to the solution of human problems.

The mission of the Anthropology Program is to:

- Prepare students for transfer;
- Help students earn the AA degree;
- Develop academic skills that will enable students to succeed in a variety of contexts;
- Promote cultural literacy and social awareness of alternative solutions to human problems;
- Advance student learning and global competency;
- Promote scientific literacy in an increasingly technological world;
- Provide leadership and mentoring to students and adjunct faculty;
- Engage in scholarly research; and
- Maintain standards of collegial professionalism and ethics.

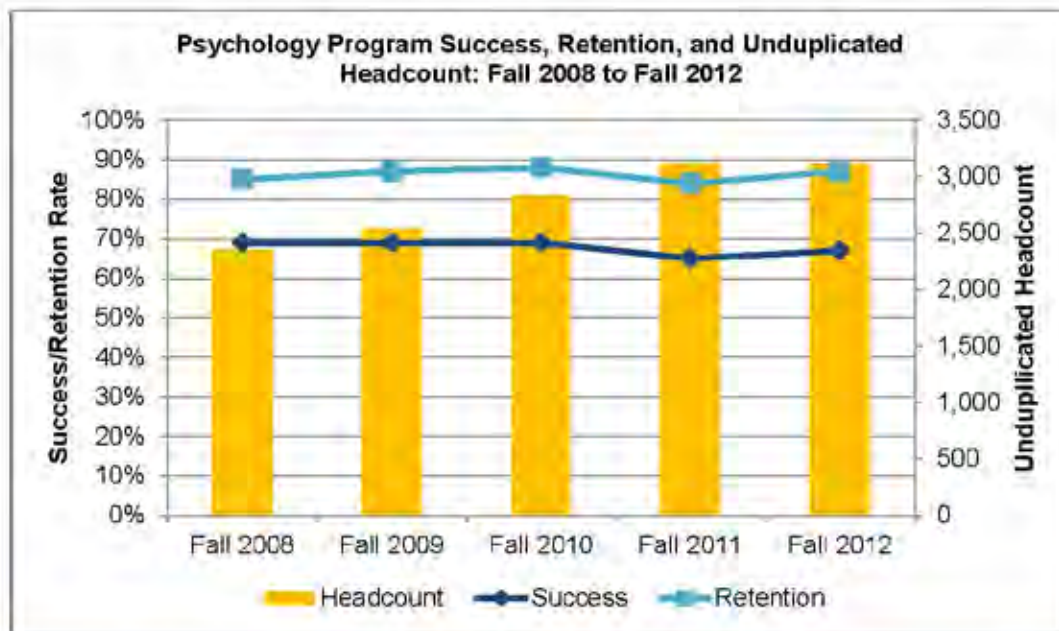
Over the next five years, our goals are to expand the program with the aid of a newly-hired cultural anthropologist and a tenure-track archaeologist; reinvigorate archaeological field studies, locally and abroad; and, adapt courses to utilize the dedicated anthropology laboratory in the new building.

## Psychology Program

**Tenured/Tenure Track Faculty:** Amy Beeman, M.A., Justin Estep, M.A., A.B.D., Helen L. Greenbergs, Ph.D., Inna Kanevsky, Ph.D., Laurie Mackenzie, M.A., Dina Miyoshi, Ph.D., and Jaye Van Kirk, M.A., A.B.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	2,590	3,590	+39%
Fill Rate	89%	100%	+12%
Load	647	751	+16%
FTES	274.29	360.66	+31%
FTEF	13.68	15.43	+13%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Psychology A.A. Degree	39	35	49	42	44
Mental Health Advocate/Aide Certificate of Achievement	0	0	32	1	0
Psychology for Transfer A.A. Degree	0	0	0	0	31
Liberal Arts and Sciences - Emphasis Science Studies - Psychology A.A. Degree	0	3	0	4	6
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Psychology A.A. Degree	8	21	21	37	24

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The Psychology Program seeks to apply emerging best practices in the discipline 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 socio-cultural impact of our discipline. We prepare our students to be psychologically literate citizens who will understand the application of psychological principles and methods for solving personal, interpersonal and social problems. Our courses foster the understanding of and respect for diversity, and they encourage students to communicate effectively and act ethically. By meeting the program's goals, students will also meet the American Psychological Association Guidelines for the Undergraduate Psychology Major that are intended to provide nationally recognized standards for high quality undergraduate education in Psychology.

Over the next five years, our goals are to expand the statistics program using newly-acquired software and utilizing the computer laboratory in the new building; add lab components to several courses, utilizing the psychology laboratory in the new building, to facilitate student research; expand course offerings; recruit and hire new tenure-track faculty; and, improve communication with transfer institutions.

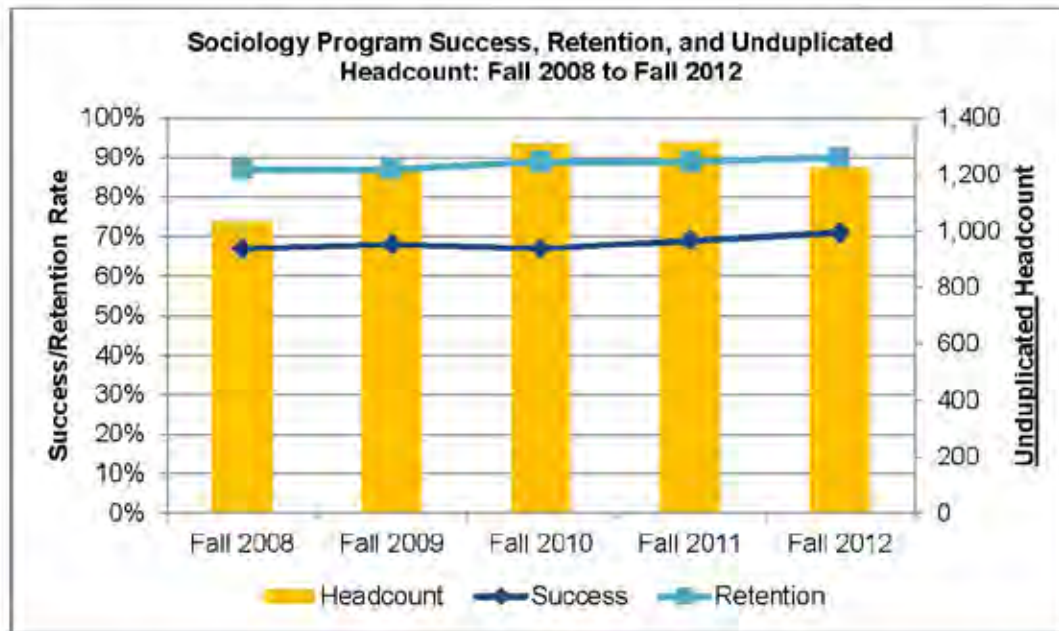


## Sociology Program

**Tenured/Tenure Track Faculty:** Evan Adelson, Ph.D., Tanya Kravatz, Ph. D., and Ronald J. Ryno, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	1,056	1,252	+19%
Fill Rate	91%	100%	+10%
Load	682	757	+11%
FTES	111.52	133.18	+19%
FTEF	5.20	5.60	+8%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Sociology A.A. Degree	0	1	5	7	1
Sociology for Transfer A.A. Degree	0	0	0	1	27
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Sociology A.A. Degree	11	29	51	59	49

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## **PROGRAM SUMMARY AND VISION:**

The study of sociology as an academic discipline requires rigorous inquiry and systematic interpretation of evidence. Sociologists focus on collective, as opposed to individualistic, explanations of human behavior, and therefore emphasize the roles of social structure, culture, and social interaction in shaping behavior both historically and cross-culturally. Sociology courses at the college level require substantial reading, reflection, and writing. Sociologists have a professional duty to encourage the sociological imagination among students and within the general public.

The Sociology Program of the Behavioral Sciences Department offers five sociology courses: Principles of Sociology, Social Problems, Advanced Principles of Sociology, Sociology of Marriage and the Family, and Globalization and Social Change.

The mission of the Program is as follows:

- To prepare transfer students for upper division sociology courses;
- To prepare students for jobs or careers in sociologically related fields; and,
- To provide a basic understanding of the scientific principles of the social world in general so as to prepare students to make informed decisions about issues they will face as responsible citizens.

Over the next five years, our goals are to hire new tenure-track faculty; expand course offerings; and, add new courses to diversify our curriculum.

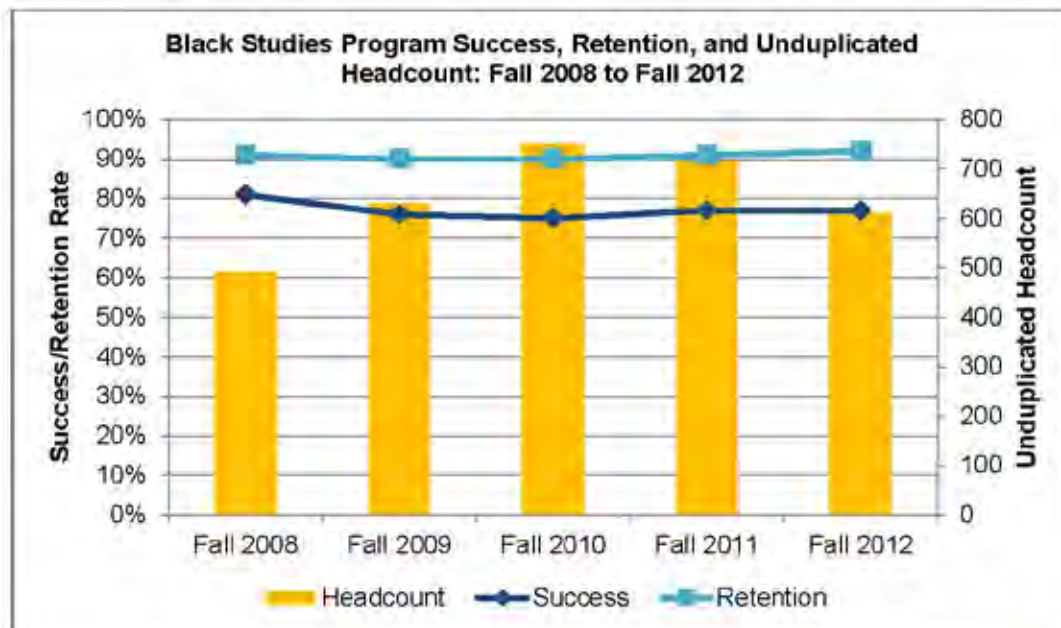
## Black Studies Department

### Black Studies Program

**Tenured/Tenure Track Faculty:** Thekima D. Mayasa, M.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	597	714	+20%
Fill Rate	104%	127%	+22%
Load	671	852	+27%
FTES	63.15	74.97	+19%
FTEF	3.00	2.80	-7%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Black Studies A.A. Degree	7	3	3	3	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## PROGRAM SUMMARY AND VISION:

Black Studies is an interdisciplinary program that studies the historical, psychological, sociological, political, literary, religious, economic, linguistic, and cultural experiences of African Americans. Our department serves a diverse student population while promoting academic and professional excellence that inspires and facilitates student success. Courses in Black Studies provide academic foundations which encourage the pursuit of higher learning and prepare students for a broad range of careers in the social sciences, math, science, medicine, education, law, counseling, journalism, social work, business, and public administration. Black Studies courses assist students in understanding the development of Africans and African Americans and their contributions to human civilizations around the globe. In our program, students gain an opportunity to explore alternative paradigms and theories, which produces a greater appreciation for the origins of knowledge, philosophy of science and the politics of knowledge. We believe that every student can learn and we support them in the learning process so that students acquire knowledge of self that cultivates culturally competent leaders who become independent learners, researchers, analytical thinkers and problem solvers. Over the next five years, our goals are to recruit and hire new tenure-track faculty; expand course offerings; offer more on-line courses; and continue community outreach.

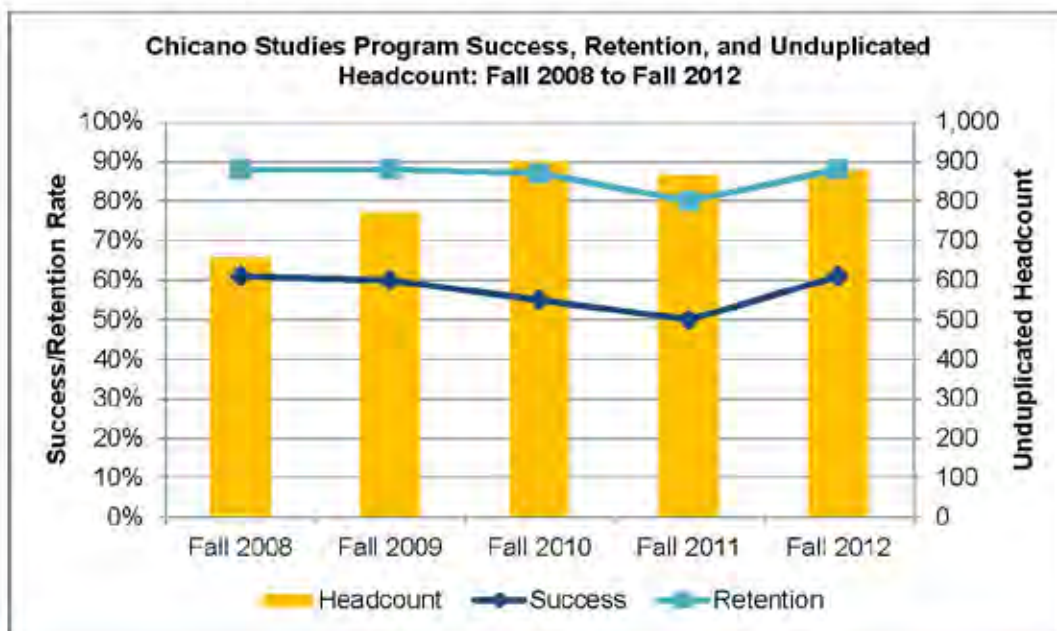
## Chicano Studies Department

### Chicano Studies Program

**Tenured/Tenure Track Faculty:** César López, Ph.D., Michael R. Ornelas, M.A., and Manuel Velez, M.F.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	721	945	+31%
Fill Rate	75%	94%	+25%
Load	494	622	+26%
FTEs	74.62	97.73	+31%
FTEF	4.80	5.00	+4%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Chicano Studies A.A. Degree	2	1	0	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## PROGRAM SUMMARY AND VISION:

The Department of Chicana and Chicano Studies offers a dynamic, innovative program that emphasizes an interdisciplinary and comparative approach to understanding the historical experiences and contemporary social realities of the Chicana/os as the largest segment of the Latino population in the United States. Critical thinking and effective oral and written communication skills are integrated across a curriculum which incorporates arts and literature, gender studies, border studies, cultural studies, and history. Students earning a degree in Chicana/o Studies may pursue careers in education, humanities, law, social work, business, the arts, public administration and more. Our faculty believe in the development of the total person, with emphasis on both the individual and social potential of students. We believe it is imperative to help students succeed in the pursuit of excellence in their individual academic and career goals.

We believe that students must develop a solid academic understanding of their socio-economic, political, and historical realities. We believe in developing the social awareness and conscience of students to stimulate their community service potential. Over the next five years, our goals are to expand course offerings; develop new interdisciplinary courses; continue to engage with technology; support faculty professional development, and, maintain strong community ties.

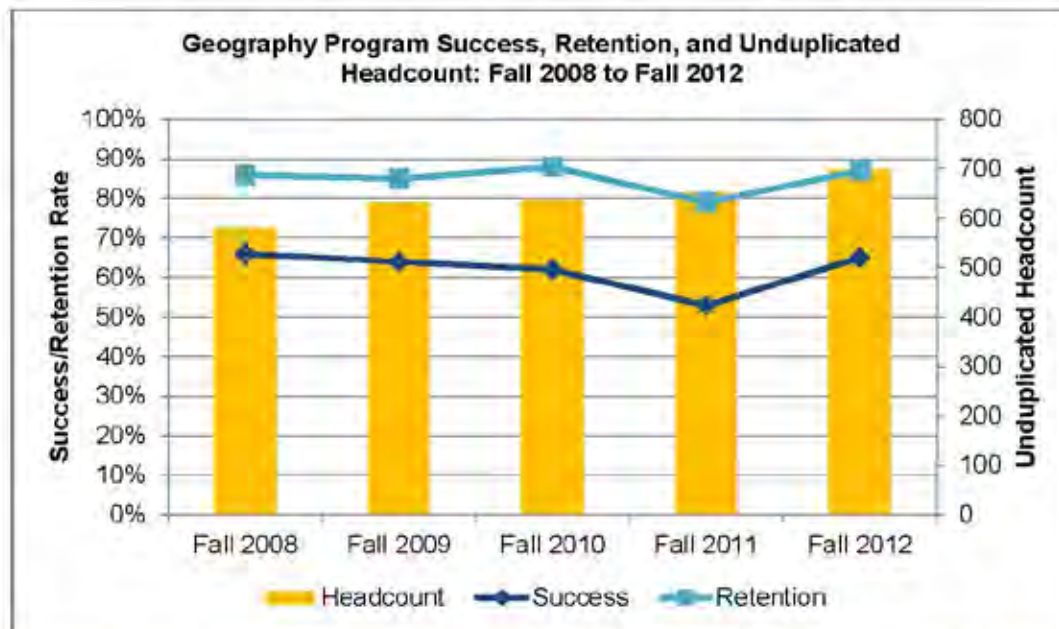
## Social Sciences Department

### Geography Program

**Tenured/Tenure Track Faculty:** Kenneth J. Berger, D. Env. and Waverly Ray, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	661	776	+17%
Fill Rate	87%	99%	+14%
Load	568	659	+16%
FTEs	70.53	82.81	+17%
FTEF	3.95	4.00	+1%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Geography A.A. Degree	1	1	1	1	1
Geography for Transfer A.A. Degree	0	0	0	0	0

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The San Diego Mesa College Social Sciences Department Geography Program offers five courses: Physical Geography, Physical Geography Laboratory, Cultural Geography, World Regional Geography, and Urban Geography. These courses are for both non-science majors and geography majors. In addition, the student population in the courses is very diverse. For this reason, the mission of the San Diego Mesa Social Sciences Department Geography Program is three-fold and as follows:

- To prepare transfer students for upper division geography courses;
- To prepare students for jobs or careers in the geographic, earth, and natural sciences; and,
- To provide a basic understanding of scientific principles and the world in general so as to prepare students to make informed decisions about issues they will face as responsible global citizens.

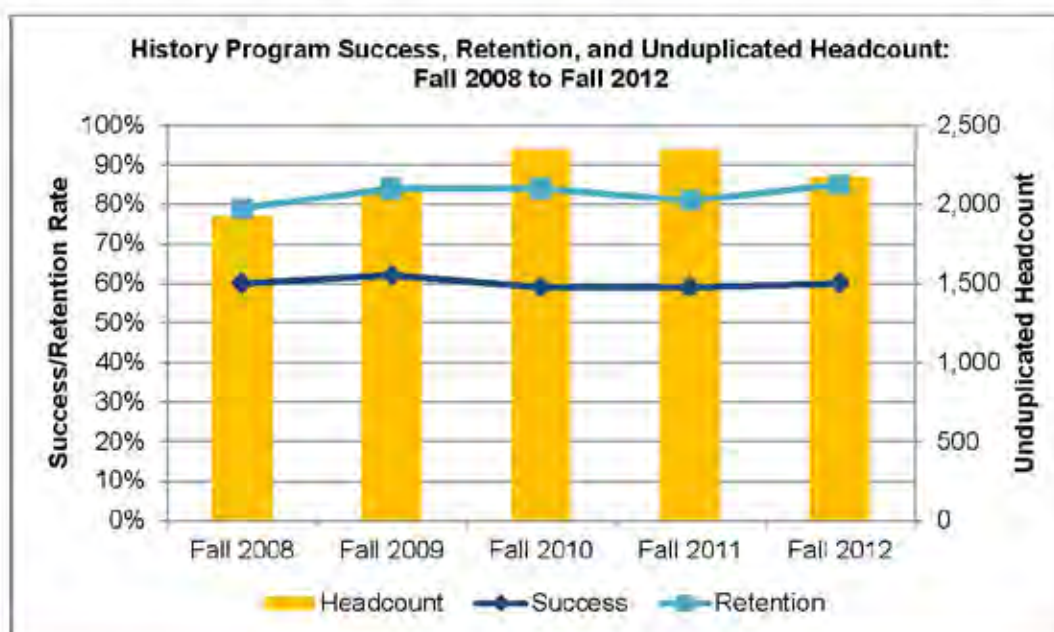
Over the next five years, our goals are to expand course offerings with the support of a newly-hired tenure-track cultural geographer; adapt courses to utilize the dedicated Geography laboratory and classrooms in the new building, and explore methods to improve student success rates.

## History Program

**Tenured/Tenure Track Faculty:** Donald R. Abbott, Ph. D., John Crocitti, Ph. D., Sudata Debchaudhury, Ph. D., and Jonathan McLeod, Ph. D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	2,042	2,278	+12%
Fill Rate	79%	96%	+22%
Load	576	690	+20%
FTES	217.19	242.94	+12%
FTEF	12.00	11.20	-7%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
History A.A. Degree	9	11	16	11	12
History for Transfer A.A. Degree	0	0	0	0	7

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## PROGRAM SUMMARY AND VISION:

The study of history as an academic discipline requires rigorous inquiry and systematic interpretation of evidence. Historians attempt to analyze the events of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. In learning about the study of history, students need exposure to historiography and practice in evaluating a variety of interpretations of events and processes. Accordingly, history courses at the college level require substantial reading, reflection, and writing. Historians have a professional duty to encourage historical critical thinking among students and within the general public.

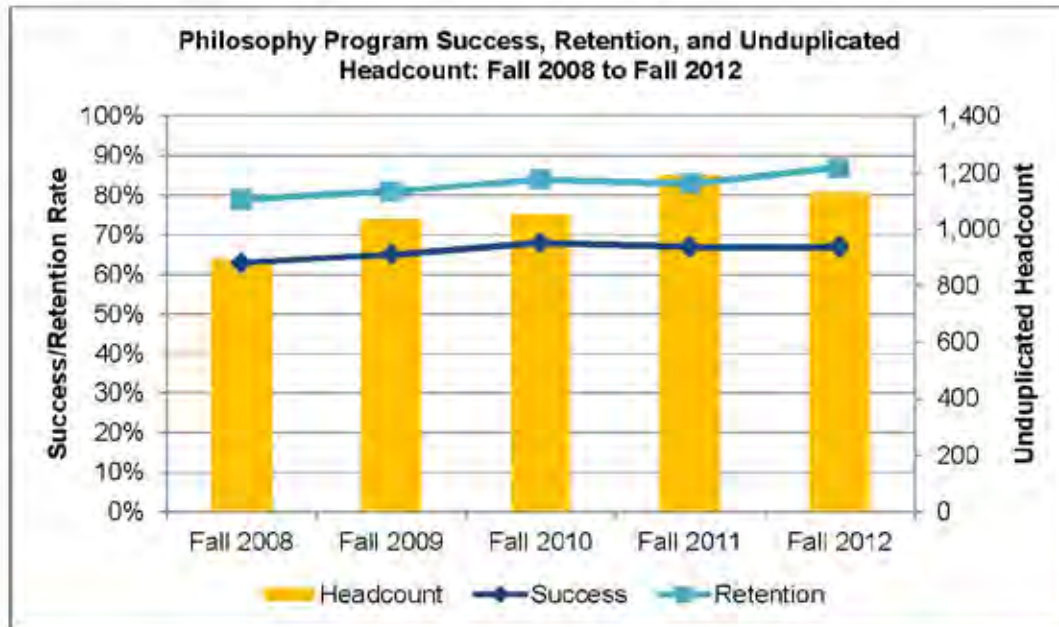
The History Faculty of the Department of Social Sciences agree that our mission is compatible with the general professional mission of all historians. We understand this mission to include offering an array of courses in United States, world, and regional history, maintaining high-quality instruction by the most qualified faculty, and, engaging in appropriate scholarly activity and professional service. Over the next five years, our goals are to hire four tenure-track faculty; expand course offerings; add History support to the Tutoring Center; and, maintain strong ties with faculty at transfer institutions.

## Philosophy Program

**Tenured/Tenure Track Faculty:** Dwight Furrow, Ph. D. and Nina Rosenstand, Ph. D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	925	1,151	+24%
Fill Rate	83%	100%	+20%
Load	558	693	+24%
FTEs	98.23	122.05	+24%
FTEF	5.60	5.60	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Philosophy A.A. Degree	0	2	1	1	0
Liberal Arts and Sciences - Emphasis in Language Arts and Humanities Studies - Philosophy A.A. Degree	0	3	0	4	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

## **PROGRAM SUMMARY AND VISION:**

The study of philosophy as an academic discipline requires the rigorous analysis of arguments regarding fundamental issues of 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. In studying and practicing philosophy, students need exposure to both the history of discussions of these topics as well contemporary treatments in order to foster an understanding of how these discussions are related to contemporary life. Thus, philosophy courses require substantial reading, reflection, and writing. Philosophers have a professional duty to encourage critical thinking and analysis among students and the general public. The mission of the Philosophy Faculty of the Department of Social Sciences is compatible with the mission of all professional philosophers. We understand this mission to include offering high-quality instruction to all students; furthering the advancement of student learning in a context of academic freedom; engaging in appropriate scholarly activity; and, rendering effective professional service.

Over the next five years, our goals are to hire new tenure-track faculty; maintain the academic rigor of the discipline; add Philosophy support to the Tutoring Center; and, continue to focus on improving transfer.

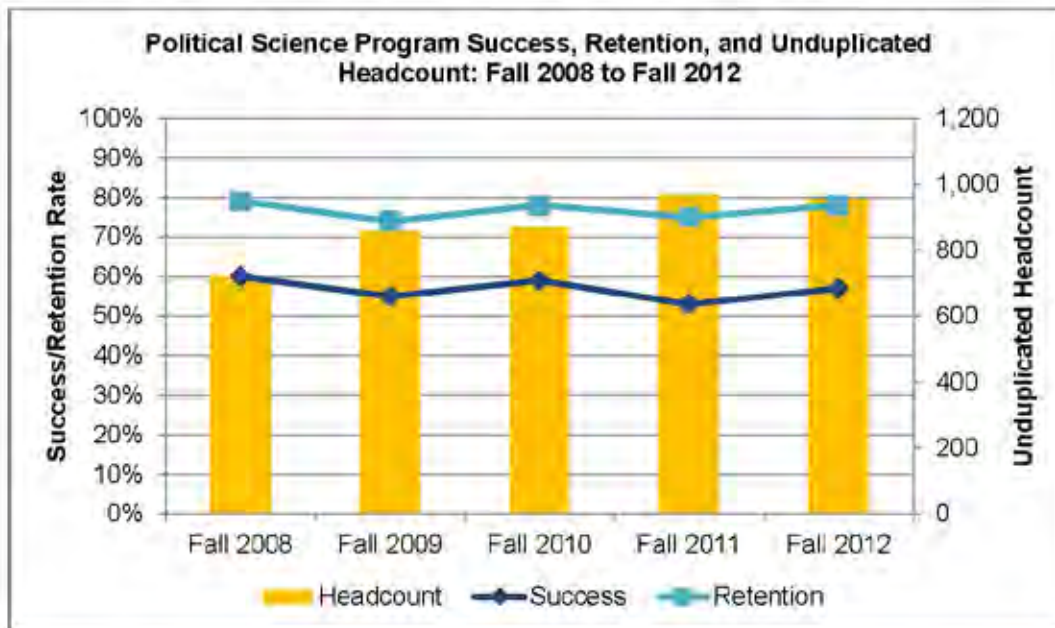


### Political Science Program

**Tenured/Tenure Track Faculty:** John Avorh, M.A., Sam Farahani, Ph.D., and Michelle Rodriguez, Ph.D.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	744	990	+33%
Fill Rate	76%	95%	+25%
Load	523	645	+23%
FTES	79.02	105.41	+33%
FTEF	4.80	5.20	+8%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Political Science A.A. Degree	2	0	4	8	5
Political Science for Transfer A.A. Degree	0	0	0	0	6
Liberal Arts and Sciences - Emphasis in Social and Behavioral Sciences - Political Science A.A. Degree	2	7	4	8	9

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.



## PROGRAM SUMMARY AND VISION:

Political Science includes the study of governments, public policies, political processes and systems, political philosophy and ideology, and political behavior. Political scientists use a wide variety of approaches – like analyzing empirical data, engaging in philosophical inquiry, and examining historical context – to improve our understanding of politics in the United States and all countries and regions of the world.

The mission of the Political Science Faculty of the Department of Social Sciences is compatible with the mission of all professional political scientists. The responsibilities of academic political scientists include:

- Preparing transfer students for upper division political science courses;
- Helping students meet the American Institutions requirement for the AA degree and for transfer to the CSU system;
- Ensuring that students develop critical thinking, writing, and other skills crucial for success in their academic and career pursuits;
- Promoting the cultural literacy and political knowledge important for an active and informed citizenry in a democracy;
- Engaging in appropriate scholarly research; and,
- Providing effective professional service

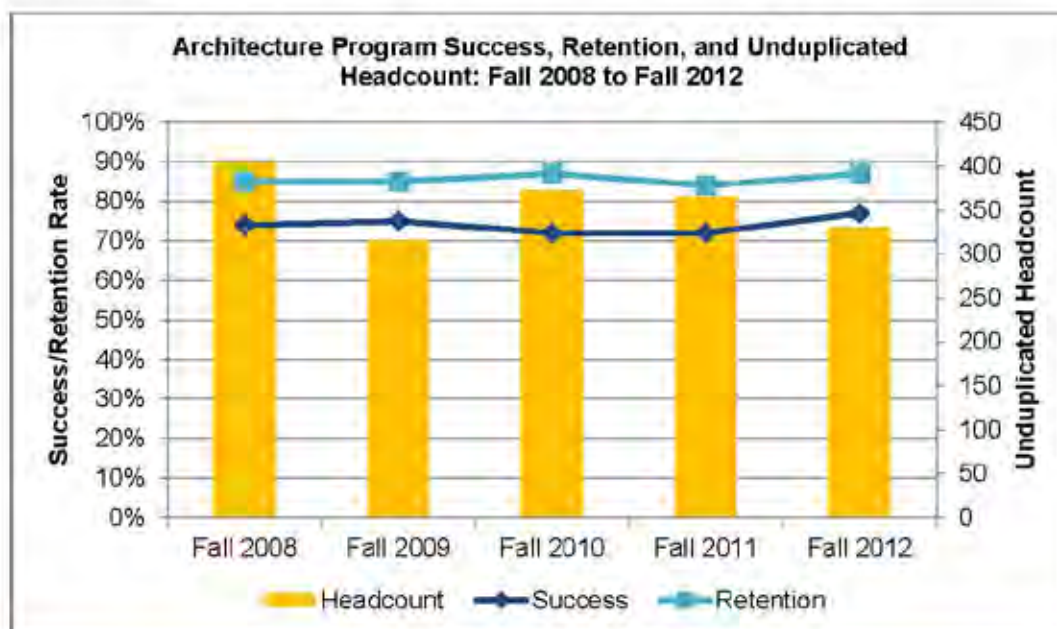
Over the next five years, our goals are to assure transfer approval for POLI 101; build a more balanced and coherent program; and, increase the number of Political Science majors.

Architecture Program

Tenured/Tenure Track Faculty: Rob Fender, B.Arch. and Ian J. Kay, M.Arch.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	565	452	-20%
Fill Rate	104%	92%	-12%
Load	493	430	-13%
FTES	113.45	90.73	-20%
FTEF	7.32	6.72	-8%

Source: SDOCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Architecture Survey A.S. Degree	0	0	0	1	1
Architecture Survey Certificate of Achievement	0	0	0	0	1
Architecture Technician A.S. Degree	1	3	2	0	1
Architecture Technician Certificate of Achievement	1	4	5	0	2
Architecture Technician Certificate of Performance	0	0	0	1	0
Architecture A.S. Degree	1	5	3	5	4
Architecture Certificate of Achievement	1	4	0	4	3
Architecture Certificate of Performance	0	0	0	1	1
Computer Aided Drafting Certificate of Performance	4	1	1	1	1
Construction Management A.S. Degree	3	1	5	8	5
Construction Management Certificate of Achievement	2	3	5	10	8

Table continues

Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Garden Design Certificate of Performance	0	0	0	0	0
Landscape Architecture Technician A.S. Degree	0	0	1	0	1
Landscape Architecture Technician Certificate of Achievement	0	0	0	2	1
Landscape Architecture Technician Certificate of Performance	1	0	0	0	0
Landscape Architecture A.S. Degree	2	2	2	2	0
Landscape Architecture Certificate of Achievement	2	2	3	3	0
Woodbury University Track A.S. Degree	0	2	1	1	1
Woodbury University Track Certificate of Achievement	0	2	2	2	1

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Architecture Program's mission is twofold: the first is to prepare students for transfer to accredited university architectural and landscape architectural programs. The second is to train students for entry-level employment in architectural and landscape architectural offices.

The study of architecture and landscape architecture as academic disciplines requires rigorous inquiry and systematic updating of current methods of professional practice. The Architecture Program began over forty years ago as mainly an architectural drafting program for students seeking employment as drafters and hence was designed to meet the needs of local employers.

Over the past twenty-five years employers have increasingly required a five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architectural and landscape architectural programs. Much of the technical aspect of our program is now devoted to computer-aided drafting training, provided both to entry-level students and to established professionals wishing to keep pace with the latest technology in order to advance professionally.

Over the next five years, our goals are to develop a separate Landscape Architecture Program; create a model-building shop; secure on-site technological support; and, fund and locate a departmental library at the Mesa Design Center.

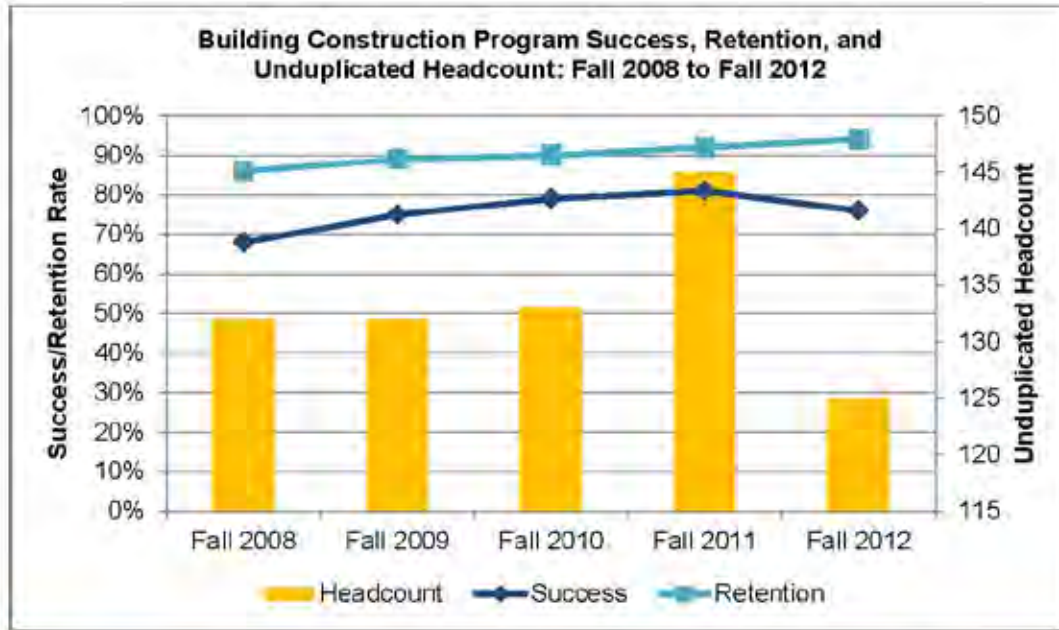


## Building Construction Program

**Tenured/Tenure Track Faculty:** Larry Horsman, M.S

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	194	172	-11%
Fill Rate	96%	90%	-6%
Load	530	476	-10%
FTES	22.49	20.19	-10%
FTEF	1.35	1.35	0%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Inspection A.S. Degree	3	5	3	5	3
Inspection Certificate of Achievement	10	7	6	9	4

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included



## **PROGRAM SUMMARY AND VISION:**

The Building Construction Technology Program is part of the Department of Architecture and Environmental Design and is co-located with the Architecture, Landscape Architecture, and Interior Design Programs at the Mesa Design Center. The mission and goals of the Building Construction Technology Program are consistent with and supportive of the mission and goals of Mesa College.

The program serves a student population that is diverse in terms of ethnicity, age, income, and residency. In general, our students are somewhat older than the college average, and we have a significant number of students whose primary goal is to enhance current job skills and/or career advancement. The number of female students as a percentage of total program enrollment is less than that at Mesa as a whole; however, female participation is improving.

Students in the program can earn AS Degrees and Certificates of Achievement in Building Inspection and Construction Management. Even though the construction industry has been severely impacted and subject to high unemployment since the Great Recession, the demand for classes in the program has remained high.

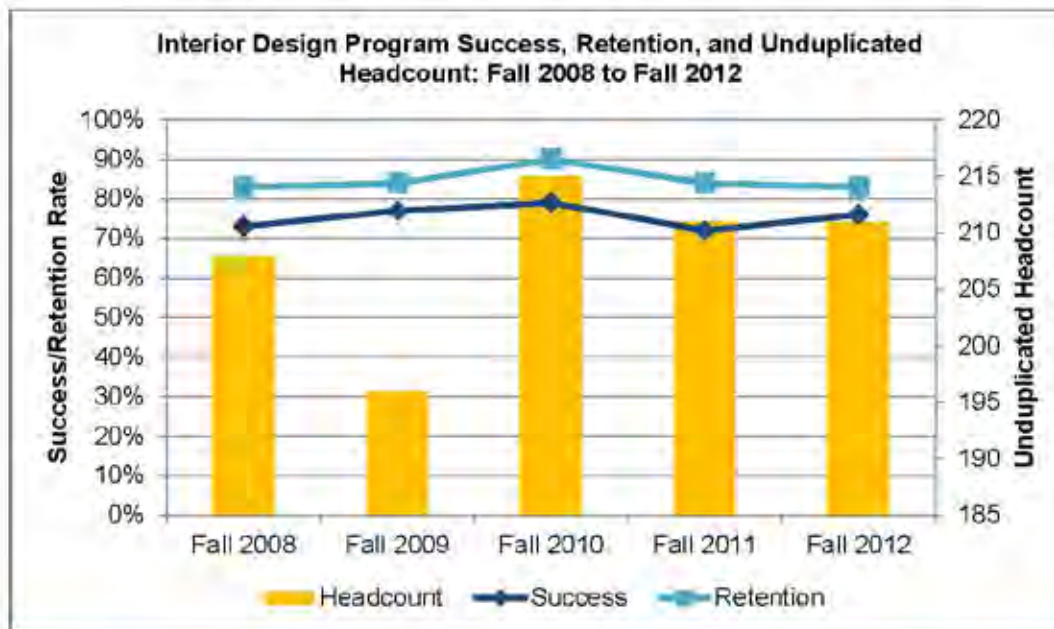
Over the next five years, our goal is to continue offering quality instruction that serves the needs of our students and the construction industry.

## Interior Design Program

**Tenured/Tenure Track Faculty:** Holly Hodnick, B.A.

Productivity Indicator	Fall 2008	Fall 2012	% Change
Enrollment	333	327	-2%
Fill Rate	92%	72%	-22%
Load	457	372	-19%
FTES	46.86	47.08	0%
FTEF	3.26	4.03	+24%

Source: SDCCD Information System



Degrees and Certificates Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Interior Design A.S. Degree	11	6	4	11	9
Interior Design Certificate of Achievement	21	18	19	14	21

Note: Only degrees and certificates identified in the 2013-2014 Mesa College Catalog are included.

### PROGRAM SUMMARY AND VISION:

The Interior Design Program's mission is to provide students with the knowledge and skills to advance the quality of life within the built environment. The program promotes the development of creative problem solvers who consider the impact of interior design decision-making and who utilize effective sustainable practices. To assure that those who complete the program will be competitive, Interior Design faculty promote technical expertise, esthetic sensitivity, and effective, professional communication with all members of the built environment industry and the general public.

Over the next five years, our goals are to recruit and hire new tenure-track faculty; provide on-site technological support; assure funding for equipment repair and replacement; keep pace with technological improvements; and, maintain our strong reputation within the Design community.



## DIVISION OF STUDENT SERVICES

Julianna Barnes, Ed.D.

Vice President of Student Services

**Classified Staff:** Trina Larson, Ph.D., Administrative Secretary

### VISION STATEMENT:

Students' choice for learning and success.

### MISSION:

San Diego Mesa College Student Services provides pathways that inspire, engage, and empower our diverse students to learn and succeed.

### VALUES:

**Diversity:** We value equity and inclusiveness and are strengthened by the cultural mosaic of our community.

**Civility:** We value authentic respect, communication, and interaction with others, and promote an environment that encourages the responsible exchange of divergent opinions.

**Innovation:** We value creativity, fresh-thinking, and new ideas that advance our practice and services to students.

**Excellence and Continuous Improvement:** We value accountability through on-going, meaningful reflection and dialogue about the holistic student experience which informs our planning, growth, and progress.

**Access, Learning, & Success:** We value and support our students in pursuit of their personal and educational goals; we commit ourselves to support them and ensure that we are good stewards of our resources.

**Leadership:** We value and support all members of our college community and are committed to fostering a synergistic environment that promotes teamwork, communication, active participation, and professional development.

**Integrity:** We value honest, clear dialogue and action with our students and college community.

### DIVISION OF STUDENT SERVICES OVERVIEW AND VISION:

The Student Services Division at Mesa College is committed to student learning and success through a holistic approach that incorporates our professional experiences and knowledge of student development theory. In collaboration with our instructional colleagues, we provide a student-centered environment with innovative programs and services that validate and engage our diverse student body along the entire student pathway from entry to completion.

In the next 5-6 years, the student services division will continue to strengthen our programs and services, incorporating high impact practices that increase student success and equity, in an inclusive environment that affirms our diverse students experiences.

### Major Service Areas:

- **Student Affairs:** Ashanti Hands, Ed.D.
- **Student Development:** Susan Topham, M.A.
- **Special Populations:** Julianna Barnes, Ed.D.

### 1 | EDUCATIONAL MASTER PLAN 2013-2019 SCHOOL, PROGRAM, AND SERVICE AREA PROFILES

## Special Populations

**Administrator:** Julianna Barnes, Ed.D., Vice President, Student Services

**Faculty Coordinators:** Jill Jansen, M.A. (DSPS), Pedro Olvera, M.A. (EOPS), and Marichu Magana, Psy.D. (STAR/TRiO)

### OVERVIEW:

Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), and Success through Achievement and Retention (STAR/TRiO) serve as the cornerstone for serving students from special populations at Mesa College, including students with disabilities, students who are low-income, and/or first-generation college students. These programs provide student-centered, comprehensive programs and services to promote equitable access and outcomes. They serve as an important part of the broad range of services offered in the Student Services Division for our diverse student population.

In the next five to six years, our vision for DSPS, EOPS, and STAR/TRiO will be to play an integral role in advancing student access and in increasing student success as part of the overall institutional efforts focused on student success and equity.

### DEPARTMENTS AND SERVICE AREAS:

- **Disability Support Programs and Services (DSPS)**
- **Extended Opportunity Programs and Services (EOPS)**
- **Success Through Achievement and Retention (STAR/TRiO)**



## DSPS Department

**Tenured/Tenure Track Counseling Faculty:** Dawn Stoll, M.S., Isaac Arguelles, M.A., Jill Jansen, M.A.

**Classified Staff:** Peter Markall, Johanna Aleman, M.A., Desiree Redulla

**Tenured/Tenure Track Instructional Faculty:** Erika Higginbotham, M.S.

### MISSION/GOALS:

The mission of San Diego mesa college disability support programs and services, in partnership with students with disabilities, is to facilitate student success in education by providing specialized services and advocacy for equal access to higher education.

### SUMMARY/VISION:

The DSPS Department strives to provide all students with disabilities with equal access to all academic and instructional services at Mesa College. We are committed to service quality and focused on our unwavering advocacy for students with disabilities. Our vision is that of all Student Services – that we are the students' choice for learning and success.

In the next 5-6 years, the DSPS Department is hopeful that there will be full restoration of funding so that we may provide greater availability of counseling and instruction in our program. We look forward to universal design and compliance with Section 508 campus-wide by advancing assistive and adaptive technologies in all facets of the college. During this timeframe, we look forward to instructional support for Test Proctoring. We will be fully engaged in SSSP and Student Equity plans to advance the success rates for students with disabilities.

## EOPS Department

**Tenured/Tenure Track Counseling Faculty:** Pedro Olvera, M.A., Nellie Dougherty, M.A., and Karen Geida, M.S.  
**Classified Staff:** Jackie Szitta and Lisa Naungayan

### MISSION/GOALS:

The mission of the San Diego Mesa College EOPS/CARE Programs is 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 programs are committed to enhancing the students' educational experience by empowering them to define and pursue their academic, career and personal goals.

### SUMMARY/VISION:

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. EOPS students must meet with a Counselor three times a semester, complete a student educational plan and maintain progress/academic success each semester. 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. EOPS would also like to be able to provide more professional growth opportunities to all staff. 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 Department

**Tenured/Tenure Track Counseling Faculty:** Marichu Magaña, Psy.D.  
**Classified Staff:** Thuan Le

### MISSION/GOALS:

San Diego Mesa College Student Services provides pathways that inspire, engage, and empower our diverse students to learn and succeed.

The goal of STAR TRIO is to increase the college retention and graduation rates of its participants.

### SUMMARY/VISION:

STAR is a federally funded TRIO Student Support Services grant program that has existed at Mesa for the past 31 years. STAR is currently entering into the final year of a five year grant cycle and will be submitting for refunding later this year.

STAR TRIO serves 225 low-income, first-generation students and students with disabilities whose goal is to graduate with an associate degree and transfer to a 4-year university. STAR TRIO provides academic tutoring, advice and assistance in postsecondary course selection, assistance in completing financial aid applications, services designed to improve financial and economic literacy, and assist students to apply for admission to and obtain financial assistance for enrollment in four-year programs.

The STAR TRIO program strives to:

- Provide students the ability to access services efficiently and effectively through the use of technology
- Provide relevant services that meet the needs of students
- Exceed all Department of Education grant objectives.

**School of Student Affairs  
Ashanti Hands, Ed.D., Dean**

**Supervisors:** Genevieve Esguerra and Gilda Maldonado, M.A.

**Manager:** Suzanne Khambata, M.S.N., F.N.P.

**OVERVIEW:**

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.

Our vision for the next five years includes assessment and improvement of programs and services that promote access and student success; 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.

**DEPARTMENTS AND SERVICE AREAS:**

- **Financial Aid**
- **Outreach**
- **Student Affairs (including Associated Student Government)**
- **Student Health Services**



**Tenured/Tenure Track Counseling Faculty:** None

**Supervisory Staff:** Gilda M. Maldonado, M.A.; Maria del Pilar Ezeta, M.S.

**Classified Staff:** Guadalupe Bueno, Cindy Contreras, Skyler Dennon, Terri Galusha, Randall Gambill, M.B.A., Florisel Guzman, Emmanouil Powell, Julissa Samano, Cathy Springs, M.A., Natosha Susoelf, and Barbara Young

### MISSION/GOALS (FROM THE CURRENT SS PLAN):

Mesa College's Financial Aid Office believes that no individual should deprive himself/herself from fulfilling their educational goal due to financial barriers. It is our mission to provide adequate financial assistance to all eligible students through the coordination and utilization of all resources available to students who meet the program(s) eligibility requirements.

Because of the significance of appropriate funding at the right time, we will strive to simplify, the accurate and timely delivery of student aid by evaluating processes and outcomes not covered under current State and/or Federal regulations that will allow us to remove unnecessary financial barriers for aid applicants.

### SUMMARY/VISION

The Financial Aid Office strives for short term goals to have a stable, fully trained staff working efficiently and adapting to the myriad of regulatory and changes enabling the office to award students maximizing current District IT systems to complete automated tasks accurately and in a timely fashion.

In the next 5-6 years, the Financial Aid Office plans for long term goals the successful incorporation into the new integrated District IT system which will require extensive training, and staff adaptation to realignment, re-structuring and adjustment to changes in internal procedures, student communications and information dissemination. We will continue to hopefully streamline the internal procedures and processes for awarding student aid for the benefit of the staff and our internal and external customers.

## Outreach and Community Relations

**Supervisory Staff:** Genevieve Esquerria  
**Classified Staff:** Karla Gutierrez

### MISSION/GOALS:

San Diego Mesa College Outreach and Community Relations educates current and potential students and community members about their college options, informs them of academic/career-technical programs and support services, and empowers them to pursue higher education while fostering an exciting and rewarding transition to college.

Our goals are to:

- strengthen and enhance partnerships with feeder high schools to promote effective information dissemination as it relates to our programs, services and matriculation processes
- continually improve programs and services to create more engaging and interactive experiences for those involved
- promote the use of technology to engage students in the matriculation process
- promote and cultivate an environment dedicated to the personal, professional, and academic development of students and staff

### SUMMARY/VISION:

Outreach and Community Relations works to continuously meet our mission of educating and informing potential students of their college options and of the Mesa College programs and services through consistent, targeted outreach efforts at our feeder high schools by our trained student ambassadors and through participation in community fairs, college fairs, and parent nights. We strive to empower students to take control of their education and work to continually update our programs, services, and approach so that each student is able to make a successful and empowered transition to college.

In the next 5-6 years, Outreach and Community Relations hopes to add additional staff (student services technician and hourly staff) to support the department's growing programs and responsibilities. We hope to have strengthened the student ambassador program with continued training and additional professional development opportunities. Finally, we hope to have expanded the "expert ambassador" program with more programs participating in the partial funding of ambassadors who will become experts in those areas and who will be tasked with specific outreach goals for those areas.

## Student Affairs Department

**Management:** Ashanti Hands, Ed.D., Dean of Student Affairs

**Classified Staff:** Kathy Fennessey, Senior Secretary; Courtney Lee and Brandon Terrell

### MISSION/GOALS :

The mission of the Student Affairs Office is to provide programs and services that promote the success of students, enrich the quality of campus life and support classroom instruction.

Our goals are to:

- develop student leadership skills
- create and promote opportunities for student engagement and meaningful interpersonal relationships
- celebrate student accomplishments
- enhance diversity and strengthen social responsibility and civility
- cultivate an environment that embraces and is enhanced by diversity

### SUMMARY/VISION:

Student Affairs strives to promote the success of our students, enrich the quality of campus life and support classroom instruction by supporting our Associated Student Government, Inter-Club Council and clubs; upholding our Policy 3100 - Student Rights, Responsibility and Student Code of Conduct, administering our scholarship application, review and selection process and the implementation of special events including Welcome Week, Scholarship Banquet, Commencement, Constitution Day, Club Rush, Homecoming, Martin Luther King, Jr and Pride parades and Mesa's Be Civil, Pass it On Campaign.

In the next 5-6 years, the Student Affairs Department hopes to expand our leadership development and civility programmatic offerings. We hope to add an additional staff person (e.g. associate dean or student activities coordinator) that can assist with the development and implementation of workshops, trainings and programs to meet these needs. 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

**Faculty:** Nancy Bromma, M.S.N., F.N.P.

**Supervisory Staff:** Suzanne Khambata, M.S.N., F.N.P. Health Center Services Director

### MISSION/GOALS:

Student Health Services mission is to provide culturally appropriate, quality, accessible healthcare to our diverse student body.

Our goals are to:

- Complete forms for faculty and staff contract positions
- Implement Mesa Suicide Prevention plan
- Implement Electronic Health Records by summer 2014

### SUMMARY/VISION:

Student Health Services (SHS) provides a wide scope of culturally sensitive services to meet the student's physical, social and mental health needs necessary to facilitate a successful completion of their academic goals. SHS provides educational, preventative and curative services in classrooms, during guest teaching, outside, during large and small events, and in our office with 1:1 individuals and groups. Our Nursing-Medical services are provided by Registered Nurses, Family Nurse Practitioners and a Physician while licensed mental health clinicians provided emotional support.

Our vision, in the next 5 years, is to see the Mental Health Clinician position created and hired. Our vision for the front office is to hire a Senior Student Services Assistant to enhance our services to students in the reception area and bring our office into the 21<sup>st</sup> century with implementation of Electronic Health Records. Our vision for mental health is to continuously improve our student centered services through continuous assessment, implementation and evaluation of our Suicide Prevention Plan.



## **SCHOOL OF STUDENT DEVELOPMENT**

**Susan Topham, M.A., Dean**

**Classified Staff:** Angie Avila, M.A., Petra Montgomery

### **SCHOOL OVERVIEW:**

In keeping with the mission of San Diego Mesa College's Student Services division, 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.

### **DEPARTMENTS AND SERVICE AREAS:**

- **Admissions & Records**
- **Career Center**
- **Counseling**
- **Evaluations**
- **International Students**
- **Testing / Orientation**
- **Transfer Center**
- **Veteran Services**

**Supervisors:** Ivonne Alvarez, Cheri Sawyer, LaWanda Foster

**Classified Staff:** James Arnegard, Alma Godinez, Helena Hubbard, Sunny Jones, Barbara Phipps, Brunette Purdie, Sibel Sahebamei, Valerie Seals, Cathy Sullivan, Pahua Vang, Helen Dinh, Gwen Mitchell, LaKeita Platts, and Laura Arellano

### SERVICE AREA SUMMARY AND VISION:

The Mesa Admissions and Records Department is focused on and committed to helping 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.

As the first stop for prospective and returning students each semester, our program's vision is to continue informing and assisting students through the matriculation process thus promoting access and retention in collaboration and support of the instructional division.

**Supervisor:** Monica Romero, M.A.

**Classified Staff:** Danielle Short

#### **SERVICE AREA SUMMARY AND VISION:**

The Career Center empowers students with tools and knowledge for life long career transitions; connects employers and students through jobs, internships and networking opportunities that mutually benefit our community; and supports faculty with career integration in the classroom. Our mission is achieved through comprehensive job readiness and career development services including job search, employment and internship opportunities, resume review, labor market information, career and major exploration, career assessments, career counseling, events and partnerships with academic and student services departments and programs and local employers and organizations. Content is delivered through appointments, workshops, a wide-range of career materials, classroom presentations, flex activities, job fairs, career expos, websites, social media and contracted services. Upon using the resources of the Center, students have: awareness of career services on campus and online; demonstrated use of job search resources and tools; express understanding of personality type, skills, values, and goals as related to their career options; and demonstrated use of online career exploration tools to explore individual career options. Our vision is for every student to make informed decisions along their career pathway.

**Tenured/Tenure Track Counseling Faculty:** Gabriel Adona, M.S.; Kristina Carson, M.A.; Adrienne Aeria-Dines, M.A.; Adam Erlenbusch, M.A.; Shirley Flor, M.S.; Guadalupe Gonzalez, M.A.; Chris Kalck, M.A.; Guillermo Marrujo, M.A.; Laura Mathis, M.S.; Kari Parker, M.A.; Kirsten Pogue-Cely, M.A.; Anthony Reuss, M.A.; Cynthia Rico, M.A.; Judy Sandayo, Ph.D.; Michael Temple, M.A.; and Ben Weaver, M.S.

**Supervisor:** Barbara Plandor

**Classified Staff:** Kathy Archer, Dawn McClelland, Deborah Powell, Amanda Torres, and Damien Rosales

### SERVICE AREA SUMMARY AND VISION:

The Counseling Department's mission is to provide quality services and assistance to students in order to help them identify and achieve their educational, career, and personal goals. The department supports student success through the provision of academic, career and personal counseling, crisis intervention, and multicultural counseling in an environment that encourages diversity, caring, innovation, and critical thinking. This includes the appropriate instruction and support ventures that will enable students to implement their decisions. The implementation may include, but is not limited to, selection of appropriate instruction, academic planning, financial aid, managing disabilities and other barriers to academic success, making the transition from community college to work or appropriate higher level college or university, as well as an array of programs that encourage persistence, retention, and self-actualization.

The Counseling Department's vision is to support student success through the provision of quality core services in the areas of assessment, orientation, and education planning. The department supports the tenor of the counseling discipline and curriculum and informs the direction of policies, procedures, and strategic planning efforts.



**Supervisor:** Monica Romero, M.A.

**Classified Staff:** Deborah Salazar

### **SERVICE AREA SUMMARY AND VISION:**

The Mesa College Evaluations department provides services, including information and technical support, to help students achieve their certificate, degree, and transfer goals. Working closely with students and in coordination with the District, the department processes documentation and petitions related to academic standards and program completion. The department is integral throughout student's academic career by providing support services for transcript evaluation, modification of graduation requirements, credit by examination, international transcripts, military transcripts, academic renewal, and exception to course policy. The department is responsible for certificate of performance, letters of completion, diploma ordering and reissuing, the annual Dean's Honors List, and the commencement invitation and registration process. Key assistance directly to students involves detailed interpretation of policies and procedures that guides students through various regulations and associated petitioning processes. Our vision is for students to have easy access and a working understanding of all processes required to complete their educational goals.

**Supervisor:** Ivonne Alvarez

**Classified Staff:** Ebony Tyree

### **SERVICE AREA SUMMARY AND VISION:**

The mission of the San Diego Mesa College International Student Program (ISP) 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 have selected San Diego Mesa College in their pursuit of international education; and to provide immigration advising, ensure regulatory compliance, and deliver comprehensive services throughout the cultural and educational transition from home to the United States. 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 International Students Program is a collaborative effort among the Admissions Office and the Counseling Department under the purview of the office of the Vice President of Student Services.

The vision is to 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.

**Supervisor:** Barbara Plandor

**Classified Staff:** Joshua Taylor

### **SERVICE AREA SUMMARY AND VISION:**

The San Diego Mesa College Assessment and Testing Center supports institutional effectiveness and student success through the provision of testing and orientation services for all students. This is accomplished by providing quality core services in the area of orientation, assessment, and placement.

The Assessment and Testing Center's vision is to provide quality services that promote student access and success. The goal is to integrate student services and instruction in order to promote institutional responsibility and accountability that support student success.

**Tenured/Tenure Track Counseling Faculty:** Leroy Johnson, M.S.

**Supervisor:** Monica Romero, M.A.

**Classified Staff:** Patricia Roa

### **SERVICE AREA SUMMARY AND VISION:**

The Transfer Center is the focal point for transfer activities on campus. The San Diego Mesa College Transfer Center provides a learning environment that encourages students' successful transfer to any university by serving as a resource center for the campus community in all aspects of transfer. We provide up-to-date information, resources, and opportunities for students to become experts of their individual transfer goals.

The Transfer Center serves as assists students to become experts of their transfer goals and to successfully transfer. Transfer services include application assistance, many transfer workshops and classroom visits. Transfer Center Services also include transfer counseling from the Transfer Coordinator. This is accomplished through drop-in opportunities and appointments. The drop-ins are available both in the morning and afternoon.



**Supervisor:** LaWanda Foster

**Classified Staff:** Helen Dinh, Gail Fedalizo, Gwen Mitchell, and Laura Arellano

### **SERVICE AREA SUMMARY AND VISION:**

The San Diego Mesa College Veterans Services Program promotes a culture of collaboration within the campus and surrounding community to increase awareness and sensitivity to matters concerning veterans, active duty and their dependents. The program creates and sustains an encouraging environment by acknowledging, honoring, and addressing veterans' unique needs. This is accomplished by providing veterans with the resources, support and advocacy needed to achieve their educational and professional goals. It also provides its students with superb support services and the encouragement they 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 development and educational success.

The VA program vision is to continue assisting veterans and their dependents in a timely manner in order for their VA educational benefits to be available as soon as possible.

## **DIVISION OF ADMINISTRATIVE SERVICES**

**Rachelle Agatha, C.P.A., M.B.A.**  
**Vice President, Administrative Services**

**Supervisory Staff:** Lynn Dang, Frank Fernandez, Erica P. Garcia, Penny Hedgecoth, and Lynn Lasko  
**Classified Staff:** Taj Krumholz

### **DIVISION OVERVIEW:**

The Administrative Services Division is responsible for administrative functions of the College in collaboration and partnership with the San Diego Community College District Office under the direction of the President of the College. We value integrity, commitment, empowerment, creativity, equity, collaboration, and communication.

### **MISSION:**

The Mesa College Administrative Services Division provides professional, responsible, diversified, creative and quality services, which complement the instructional programs of the college and assist the institution in achieving its educational mission. We are a customer service function of the College, and we strive for improvement and excellence.

### **GOALS:**

The goals of the Administrative Services Division include:

- Practice efficient and effective customer service across all functions
- Assess processes for improvement in the current system and environment in preparation of Enterprise Resource Planning system (ERP) implementation
- Partner with the District Office in the ERP implementation to ensure process improvement and efficiency maximization in applicable areas
- Assist with forecasting the needs of the College with the resources available to ensure long-term viability and student success

### **ADMINISTRATIVE SERVICE AREAS AND VISION:**

The Administrative Service areas include:

- Business Services – budget and accounting
- Employment/Payroll and Telecommunication Services
- Reprographics and Mail Services
- Stockroom and Receiving
- Student Accounting
- Facilities
- Ancillary Services – Bookstore and Food Services
- Capital and Bond Projects
- Support to the Mesa College Foundation, grant projects, and other operations

Our vision is to provide Administrative support services that align with the College's mission and vision of being a comprehensive community college committed to access and success which also promotes student learning and achievement. Over the next three years, our vision will be reached in part by participating in the implementation of a new Enterprise Resource Planning system (ERP) ensuring the campus needs are addressed and working with the District Office on standardization of Administrative Services across all campuses.

## Business Services

**Supervisory Staff:** Erica P. Garcia

**Classified Staff:** Marco Chavez, Linda Custer, and Cesar Ochoa

### MISSION:

The Business Services office supports the teaching and learning environment at San Diego Mesa College by providing effective, efficient, and customer friendly services to all faculty, staff, students, administrators, and external customers. We provide support and assistance for the College by utilizing sound accounting practices and adhering to proper internal controls which ensures accountability, fiscal compliance, and proper use of public funds. We strive to maintain and enforce professional and ethical standards, while adhering to SDCCD policies and procedures.

### GOALS:

Department goals include:

- Evaluate department workload and distribution of work for enhanced efficiency and customer service
- Assess processes for improvement in the current system and environment in preparation of Enterprise Resource Planning system (ERP) implementation.
- Partner with the District Office in the ERP implementation to ensure process improvement and efficiency maximization in applicable areas.

### SERVICE AREA SUMMARY AND VISION:

The Business Services Office's vision is to streamline the accounting and budget processes while maintaining excellent customer service. Our vision will be accomplished by participating in the implementation of a new Enterprise Resource Planning system (ERP) in business office areas ensuring the campus needs are addressed and working with the District Office on standardization across all campuses.



## Employment Services/Payroll and Telecommunications

**Supervisory Staff:** Lynn Lasko

**Classified Staff:** Aracely Bautista, Luisa Falo, Crisanta Palmiter, Juan Ortega, and Lillie Sherman

### MISSION:

The Mesa Employment Services, Payroll, and Telecommunications Department is a dedicated team of professionals committed to paying all faculty, staff and student workers timely and accurately. We provide employees with excellent customer service in all related services areas in support of student success.

### GOALS:

Department goals include:

- Evaluate department workload and distribution of work.
- Assess and prepare a cross-training plan.
- Evaluate processes and eliminate duplication in preparation for ERP

### SERVICE AREA SUMMARY AND VISION:

The Employment/Payroll Department's vision is to be respectful and responsive while streamlining processes, maximizing efficiency, and staying current and in compliance with District rules, state, federal and other regulations. Our vision in part will be accomplished by participating in the implementation of a new Enterprise Resource Planning system (ERP) to automate personnel and payroll processes.



## Reprographics and Mail Services

**Supervisory Staff:** Penny Hedgecoth

**Classified Staff:** Jose Cabral, Lygia Dela Cruz, Leanne Kunkee, Gianna Principato, Rocio Sandoval and Vacant Production Services Assistant

### MISSION:

The San Diego Mesa College Reprographic Department is committed to providing the most accurate and timely support to the San Diego Mesa College Campus community. We are committed by providing the campus community with high quality printing products and services delivered on time at competitive prices as well as providing mail services to the campus community.

### GOALS:

Department goals include:

- Evaluate department processes and improve customer service.
- Implement a new work order system that will enable us to track expenditures and provide business services with a comprehensive chargeback report and help faculty track their work orders.
- Participate in the Enterprise Resource Planning system (ERP) implementation with the District ensuring process improvement and efficiency maximization in the applicable areas.

### SERVICE AREA SUMMARY AND VISION:

The Reprographics and Mail Services vision is to streamline the ordering and mail services process, and track packages. Our vision will be accomplished by implementing a new Digital StoreFront work order system and Postage/Package tracking system. We will also participate in the ERP system implementation on requisition and purchasing, ensuring the campus needs are addressed.

## Stockroom

**Supervisory Staff:** Frank Fernandez

**Classified Staff:** Jesse Reyes, Taj Krumholz, Stock Clerk I (vacant)

### MISSION:

The San Diego Mesa College Stockroom supports student success by providing faculty and staff support materials, classroom supplies and equipment.

### GOALS:

Our goals are to:

- Assess inventory systems available and propose a recommendation for change
- Review inventory items stocked in the warehouse to ensure inventory kept on hand is appropriate for the college needs
- Review ordering practices for campus departments and customize direct ordering where applicable and cost effective
- Participate in the Enterprise Resource Planning system (ERP) implementation with the District ensuring process improvement and efficiency maximization in the applicable areas.

### SERVICE AREA SUMMARY AND VISION:

The Stockroom's vision is to streamline processes, maximize efficiency, and reduce cost. We will accomplish this by replacing the current inventory management and ordering system. We will assess current product and College needs developing an inventory plan. Cost savings will be achieved based on these steps. We will also participate in the ERP system implementation on requisition and purchasing ensuring the campus needs are addressed.

## Student Accounting

**Supervisory Staff:** Lynn Dang

**Classified Staff:** Robert Booth, Consuelo Porto y Taboada, Michelle West, Nikki Smith, Nathan Talo, Nicolas Johnson, Zed Schultz

### MISSION:

The mission of Student Accounting Office is to provide efficient, professional support services and to ensure fiscal accountability to our customers within and beyond our campus community while adhering to District's policies and procedures.

### GOALS:

The Student Accounting Department goals include:

- Manage and support the College's financial resources by implementing and utilizing efficient policies and procedures in a timely manner.
- 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.
- Assess processes for improvement in the current system and environment in preparation of Enterprise Resource Planning system (ERP) implementation.
- Partner with the District Office in the ERP implementation to ensure process improvement and efficiency maximization in applicable areas.

### SERVICE AREA SUMMARY AND VISION:

The Student Accounting Office shall strive to demonstrate our fiscal accounting principles, promoting innovative means of delivering quality service, and fostering a sense of community in support of the College's mission.

# Appendices

Appendix D: Alignment of California Community Colleges  
Chancellor's Office, San Diego Community College District,  
and San Diego Mesa College Goals

Appendix E: Evaluation Metrics for Strategic Directions, Goals,  
and Objectives



***Alignment of State, District, and College Strategic Goals/Directions***

***California Community College System Strategic Plan, 2013 Update***

- A. College Awareness and Access: Increase awareness of college as a viable option and enhance access to higher education for growing populations.
- B. Student Success and Readiness: Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.
- C. Partnerships for Economic and Workforce Development: Strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy.
- D. System Effectiveness: Improve system effectiveness through communication and coordination, regulatory reform, and performance measurement.
- E. Resource Development: Provide enhanced resources and allocation methods to ensure high quality education for all.



***San Diego Community College District Strategic Plan, 2013-2017***

- 1. Maximize student access, learning, and success through exemplary instruction and support services.
- 2. Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration.
- 3. Enhance collaborations with the community for increased responsiveness to its needs.
- 4. Ensure fiscal solvency through sound fiscal planning and management.
- 5. Lead in sustainable policies and practices.



***San Diego Mesa College Strategic Directions, 2013-2019***

- 1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
- 2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
- 3. Build and sustain pathways in support of the comprehensive community college mission.
- 4. Support innovation in our practices.
- 5. Support personal growth and professional development of our employees.
- 6. Serve as stewards of our resources and advance effective practices in support of accountability.

**Proposed Indicators/Metrics for Strategic Directions, Goals, and Objectives**

<b>Strategy Identifier</b>	<b>Indicator/Metric</b>	<b>Data Source</b>	<b>Strategic Planning Scorecard</b>
1.1.1	Transfer Rate	SDCCD Transfer Report	*
1.1.1	Transfer Volume	SDCCD Transfer Report	*
1.1.1	Transfer-Prepared Rate	Data on Demand/MIS Data	*
1.1.2	CTE Course Success Rate	SDCCD Information System	*
1.1.2	CTE Rate	CCCCO Student Success Scorecard	*
1.1.2	Licensure Exam Pass Rates (Average)	Internal Program Records	*
1.1.2	Employment Rates for CTE Programs	Internal Program Records; CTE Launchboard	*
1.1.3	Basic Skills Math Course Success Rates	Internal Program Records	*
1.1.3	Basic Skills English Course Success Rates	Internal Program Records	*
1.1.3	Remedial Rate (Improvement)	CCCCO Student Success Scorecard	*
1.1.4	Percentage of Community Members Providing Favorable Ratings of Mesa Course Offerings	Community Survey	
1.2.1	Feeder High School Enrollment Rate	SDCCD High School Pipeline Report	*
1.2.1	Number of Outreach Workshops for K-12 and CE	Internal Records - Outreach and Instructional Programs	*
1.2.2	College-Wide Fall Fill Rate	SDCCD Fact Book	*
1.2.2	College-Wide Spring Fill Rate	SDCCD Fact Book	*
1.2.2	Number of General Education Courses Offered Online	SDCCD Information System, CurricuNet	*
1.2.2	Number of Programs Offered Completely Online	SDCCD Information System, CurricuNet	*
1.3.1	College-Wide Success Rate	SDCCD Fact Book	*
1.3.1	College-Wide Retention Rate	SDCCD Fact Book	*
1.3.1	First-Time Student Term Persistence Rate	SDCCD Fact Book	*
1.3.1	First-Time Student Annual Persistence Rate	SDCCD Fact Book	*
1.3.2	Number of AA Degrees Awarded	SDCCD Awards Conferred Report	*
1.3.2	Number of Certificates Awarded (Includes Certificates of Performance)	SDCCD Awards Conferred Report, Internal College Evaluations Data	*
1.3.2	Number of Students Graduating with Degree or Certificate	SDCCD Information System	*
1.3.2	6-Year Graduation Rate of Degree- or Certificate-Seeking Students	MIS Data/SDCCD Information System	*
1.3.2	30 Unit Completion Rate	CCCCO Student Success Scorecard	*
1.3.2	Completion Rate	CCCCO Student Success Scorecard	*
1.4.1.a	Number of First-Time Students Completing Assessment Tests	SARS Database/SDCCD Information System	*
1.4.1.a	Number of First-Time Students Completing Orientation	SARS Database/SDCCD Information System	*
1.4.1.a	Number of First-Time Students Completing an SEP	SARS Database/SDCCD Information System	*
1.4.1.a	Percentage of First-Time Students Fully Matriculated	SARS Database/SDCCD Information System	*

*Revised per PIE Committee Recommendations - April 8, 2014*

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**Proposed Indicators/Metrics for Strategic Directions, Goals, and Objectives**

<b>Strategy Identifier</b>	<b>Indicator/Metric</b>	<b>Data Source</b>	<b>Strategic Planning Scorecard</b>
1.4.1.b	Number of CTE Courses Offered	SDCCD Information System	*
1.4.1.b	Number of CTE Sections Offered	SDCCD Information System	*
1.4.1.b	Number of Students Participating in Employment/Career Workshops	Internal Records - Career Center & Work Experience	*
1.4.1.b	Number of Universities Represented at Transfer Events	Internal Records - Transfer Center	*
1.4.1.b	Number of Transferrable Courses Offered	SDCCD Information System	*
1.4.1.b	Number of Transferrable Sections Offered	SDCCD Information System	*
1.4.2	Mean Ratings of Student Services	Student Satisfaction Survey	
1.4.3	Number of Students Served by Reference Desk	Internal Records - LRC	*
1.4.3	Number of Searches Using Electronic Databases	Internal Records - LRC	*
1.4.3	Number of Students Served by Tutoring	Internal Records - ASC	*
1.4.3	Number of Hours of Tutoring Provided	Internal Records - ASC	*
1.4.3	Number of Subjects in Which Tutoring is Offered	Internal Records - ASC	*
1.5	Number of Equity Indicators with Evidence of Disproportionate Impact	MIS Data/SDCCD Information System	*
1.6	Percentage of Stakeholders Providing Favorable Ratings of Integrated Planning Process	Integrated Planning Survey	*
2.1	Percentage of Students Participating in Extracurricular Activities or Events	Student Engagement Survey	
2.2	Percentage of Employees Participating in College Events and Activities	Employee Engagement Survey	
2.3	Percentage of Students Providing Positive Ratings of their Cultural Competency	ILO Survey (Students)	*
2.3	Percentage of Employees Integrating Cultural Competency into Practice	Cultural Climate Survey (Employees) or Measures	
2.4	Percentage of Users Satisfied with Web Site	Web Site User Survey	*
2.4	Number of Active Facebook Followers	Facebook Site Statistics	*
2.4	Number of Active Twitter Followers	Twitter Site Statistics	*
2.4	Number of Active Mesa Mobile App Users	Mobile App Login Statistics	*
2.5	Percentage of Employees Indicating Decision-Making Processes Are Clear/Transparent	Employee Satisfaction Survey	
3.1	Feeder High School Enrollment Rate	SDCCD High School Pipeline Report	*
3.1	Transfer Rate	SDCCD Transfer Report	*
3.1	Number of Students Making Non-Credit to Credit (Mesa) Transition	SDCCD Non-Credit to Credit Transition Report	
3.2	Percentage of Employers Providing Favorable Ratings of Mesa Graduate Preparation for Workforce	Employer Survey	
3.3	Number of Students Participating in Mesa-Supported Internships	Internal Records - Career Center & Work Experience	*
4.1	Mean Score on Student Engagement Scale	Student Engagement Survey	
4.2	Mean Rating of Campus Technology Infrastructure	Employee Satisfaction Survey	

*Revised per PIE Committee Recommendations - April 8, 2014*

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**Proposed Indicators/Metrics for Strategic Directions, Goals, and Objectives**

<b>Strategy Identifier</b>	<b>Indicator/Metric</b>	<b>Data Source</b>	<b>Strategic Planning Scorecard</b>
4.2	Percentage of Students Indicating Technology Enhances Learning in Classroom	Student Engagement Survey	
4.3	Mean Rating of Information System Integration	Employee Satisfaction Survey	
4.4	Percentage of Employees Providing Positive Ratings of College-District Operational Efficiency	Employee Satisfaction Survey	
5.1	Number of Flex Workshops Offered	Flex Administration Records	*
5.1	Number of Participants Who Attended Flex Workshops	Flex Administration Records	*
5.1	Number of Classified Professional Development Workshops Offered	Classified Staff Development Subcommittee	*
5.2	Number of Technology-Focused Flex Workshops	Flex Administration Records	*
5.2	Percentage of Faculty Employing Technology in Class Activities	Faculty Flex Survey	*
6.1	Number of LEED Certified Buildings	Internal Records - Facilities	*
6.1	Number of Pages Printed Annually	Internal Records - Reprographics	*
6.1	Energy Usage	Internal Records - Facilities	*
6.1	Tenured/Tenure-Track to Total FTEF Ratio	SDCCD Information System	*
6.1	Percentage of Computers Out of Warranty (Assigned Computers in Administration)	Internal Records - IT	*
6.1	Percentage of Computers Out of Warranty (Assigned Computers in Instruction)	Internal Records - IT	*
6.1	Total Grant Funds Awarded to College	Internal Records - Resource Development	*
6.2	Percentage of Courses with Assessment Data Entered in TaskStream for Previous Year	TaskStream Report	*
6.2	Percentage of Programs with Assessment Data Entered in TaskStream for Previous Year	TaskStream Report	*
6.2	Percentage of Service Areas with Assessment Data Entered in TaskStream	TaskStream Report	*
6.3	Percentage of ACCJC Reports Accepted without Conditions	Internal Records - ALO	*



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# San Diego Mesa College Educational Master Plan

**2013 - 2019**

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Researched and Prepared by  
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