SAN DIEGO MESA COLLEGE

Educational Master Plan

2012-2013 to 2018-2019

DRAFT

Researched and Prepared

By

San Diego Mesa College

Office of Institutional Effectiveness

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San Diego Mesa College
Educational Master Plan
2012-2013 to 2018-2019

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Presented to:

San Diego Community College District

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(to be completed with final version of plan)

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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.

Over the next ten years, the City of San Diego city population is expected to increase at a higher than average rate (compared to San Diego County, California, or the nation). The San Diego city 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 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 Arts, Entertainment, and Recreation; Professional, Technical and Scientific Services; and Accommodation and Food Services industry areas. 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. Contrastingly, 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.

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 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 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 degree 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 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.

President's Message

[LETTER TO BE COMPLETED BY DR. LUSTER]

Educational Master Plan Development

As the largest of the three credit colleges in the San Diego Community College District, San Diego Mesa College will 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 other planning work that takes place at the college, including the Strategic Plan, Facilities Plan, IT Strategic Plan, Staffing Plan, and annual unit-level planning that takes place at the college. The plan itself is informed by analysis of both internal and external data, as well as feedback from the college 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 a data-informed mission, vision, values, strategic directions, goals, and objectives.

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.

Figure 1. Mesa College Planning Processes
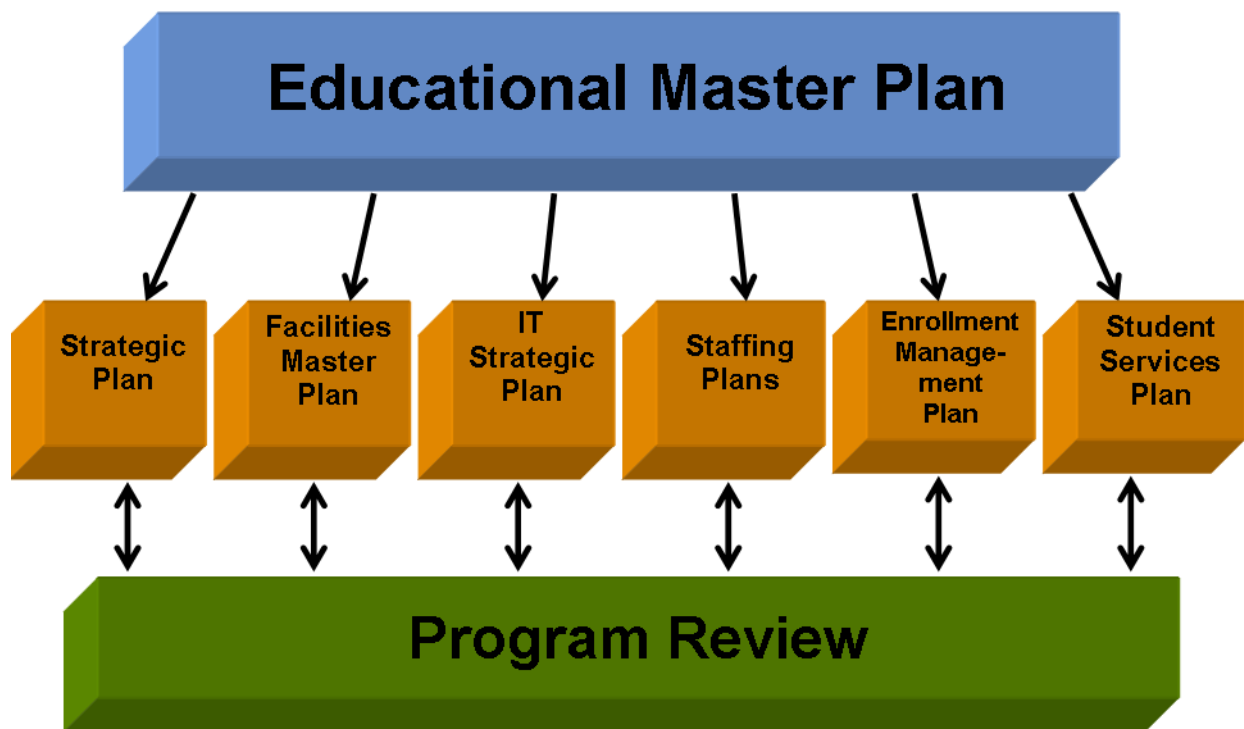
The Educational Master Plan was developed by the Office of Institutional Effectiveness in collaboration with the Educational Master Plan Steering Committee, and was informed by various internal and external stakeholders.

Planning Assumptions

Although an institutional 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 strategic directions is 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
Draft to be Approved in May 2014

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
Accountability
Diversity
Equity
Excellence
Freedom of Expression
Integrity
Respect
Scholarship
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 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 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

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, 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.

Figure 1. Projected Population: San Diego County by Age
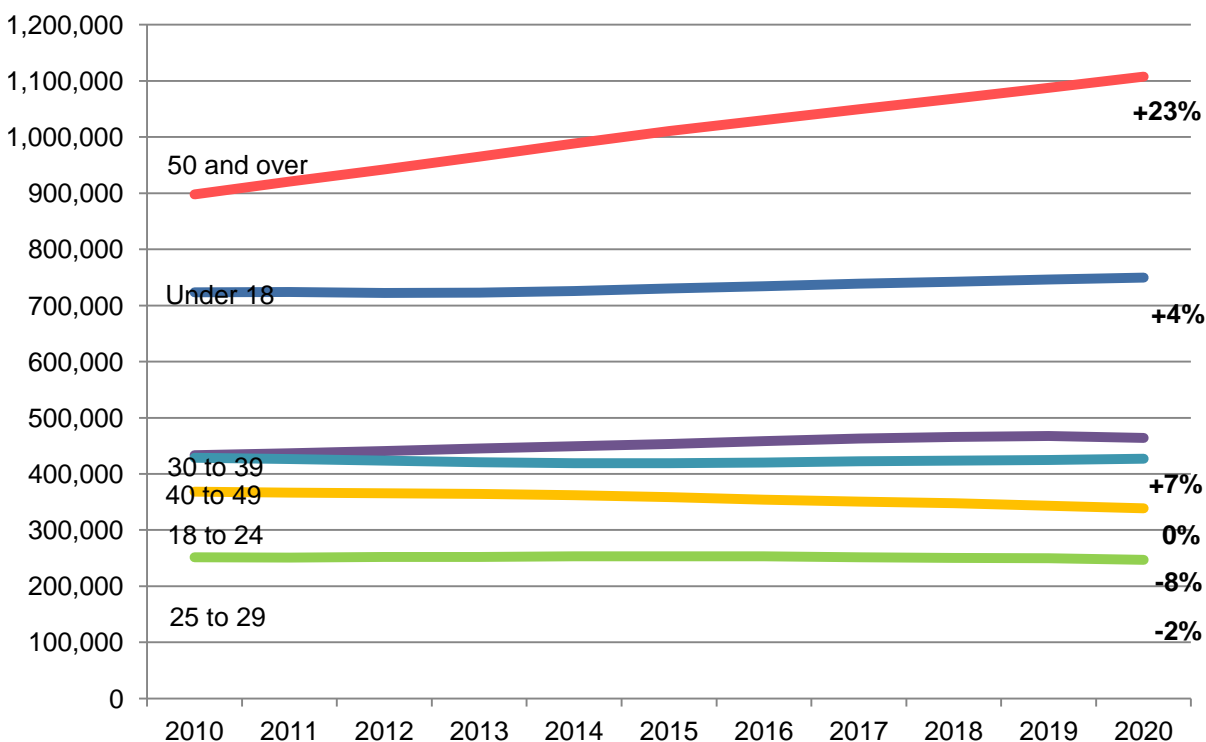
Source: California Department of Finance

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%.

Figure 2. Projected Population by Ethnicity:
San Diego County Adults (18 and Over)
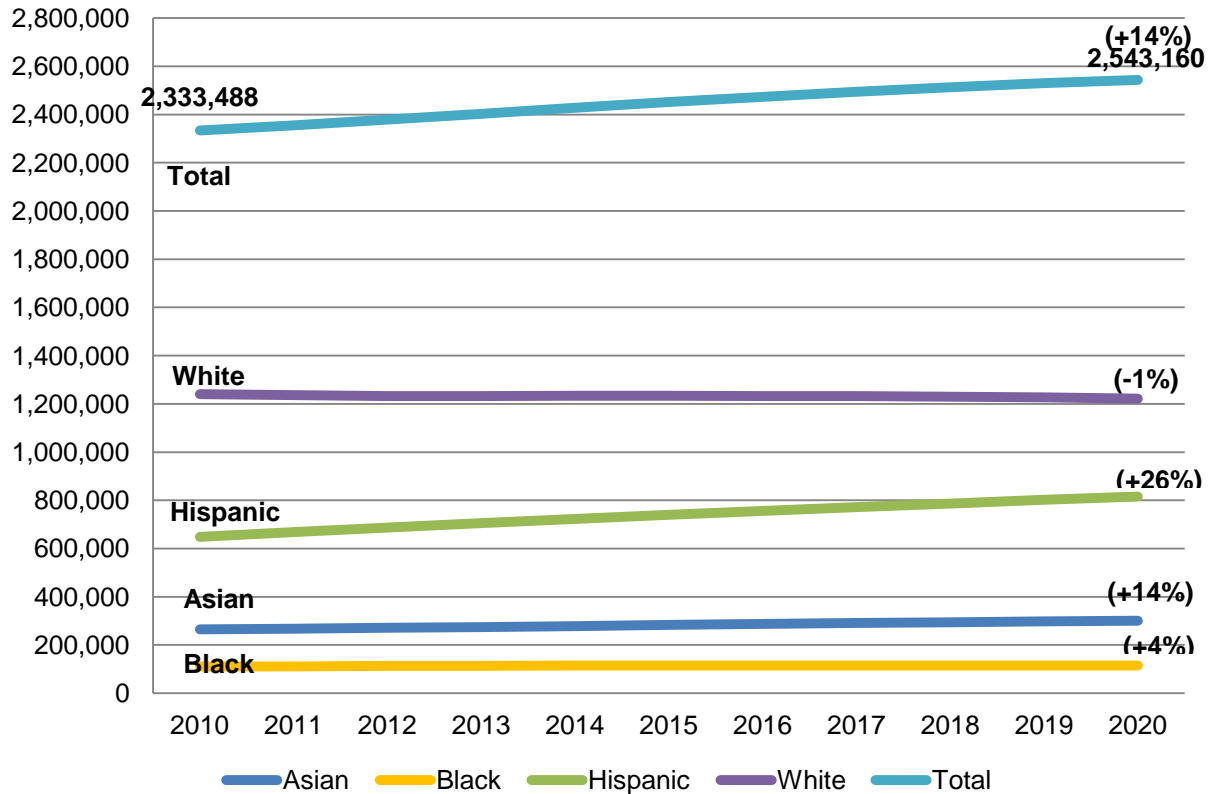
Source: California Department of Finance

Between 2012and 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%.

Figure 3. Projected 12th Grade Enrollment:
San Diego County and California
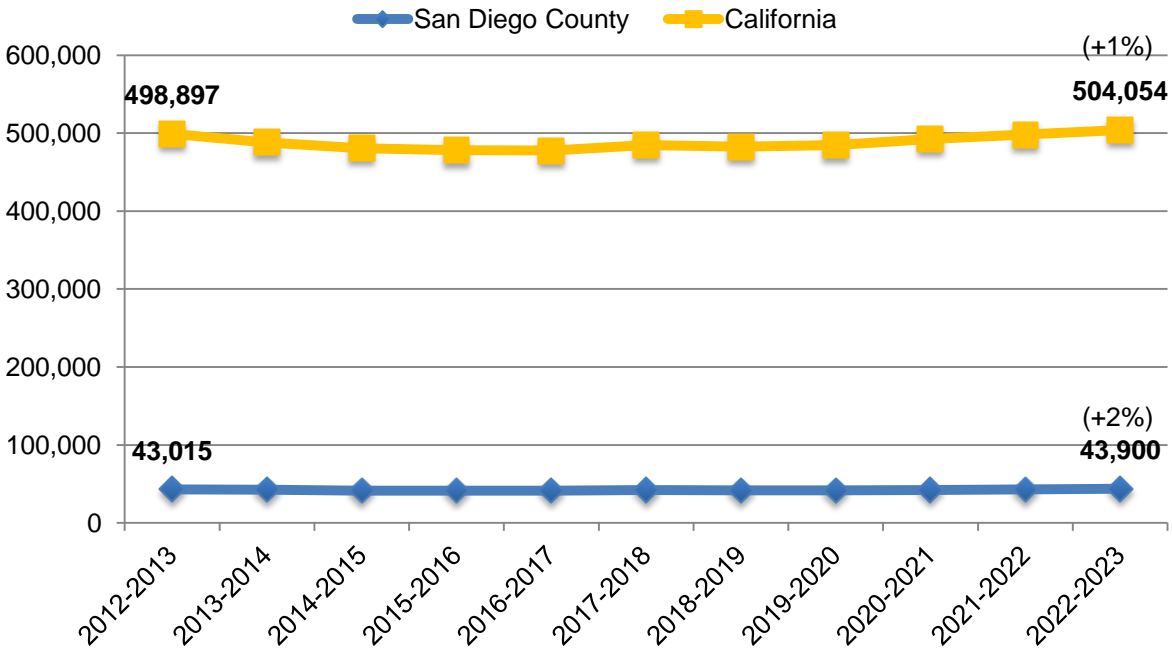
Source: California Department of Finance

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 Estimates

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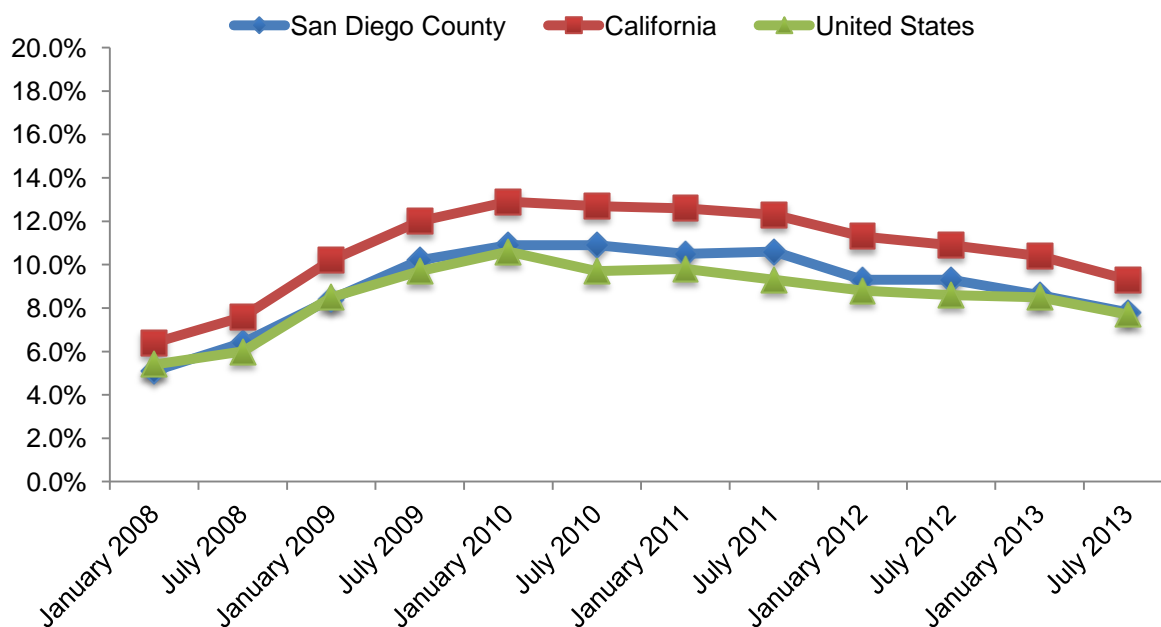
Source: California Employment Development Department and U.S. Bureau of Labor Statistics

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%
Total Employment	**1,360,100**	**1,619,900**	**259,800**	**19.1%**

Source: California Employment Development Department

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 would align 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

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

Table continues

Table 5, continued

Occupational Title	2010	2020	Percent Change	Median Hourly	Median Annual	Entry Level Education
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
Physical Therapist Aides	430	580	34.9%	$11.04	$22,972	HS or equivalent
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

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

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 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

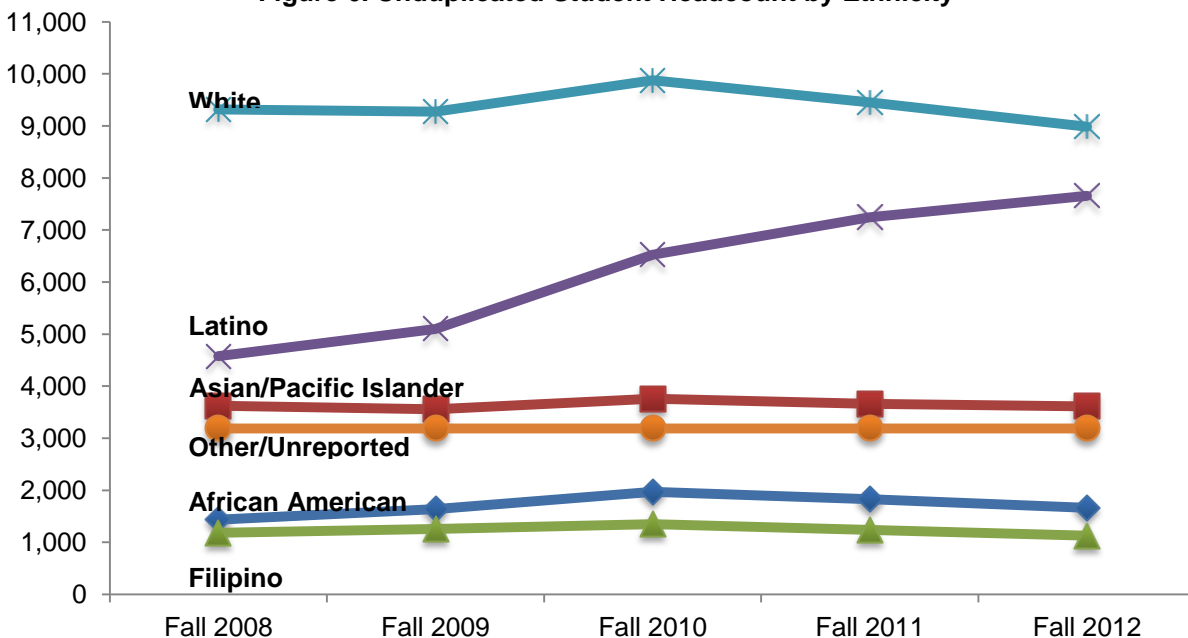## Student Headcount, Enrollment, and Demographic Trends

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.

Figure 5. Overall Student Headcount

| Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
23,322	24,248	26,386	26,015	25,468
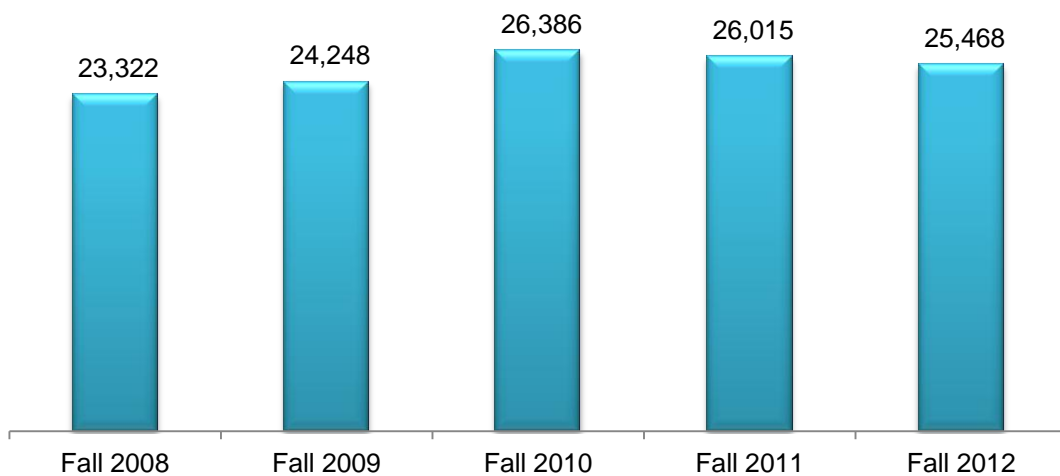
Source: SDCCD Information System

Figure 6. Unduplicated Student Headcount by Ethnicity

White

Latino

Asian/Pacific Islander

Other/Unreported

African American

Filipino

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.

Figure 7. Fall Enrollment by On-Campus/Online Status

On Campus   Online   Total

9% Increase

8% Increase

(11% of Fall 2012 Enrollment)
18% Increase
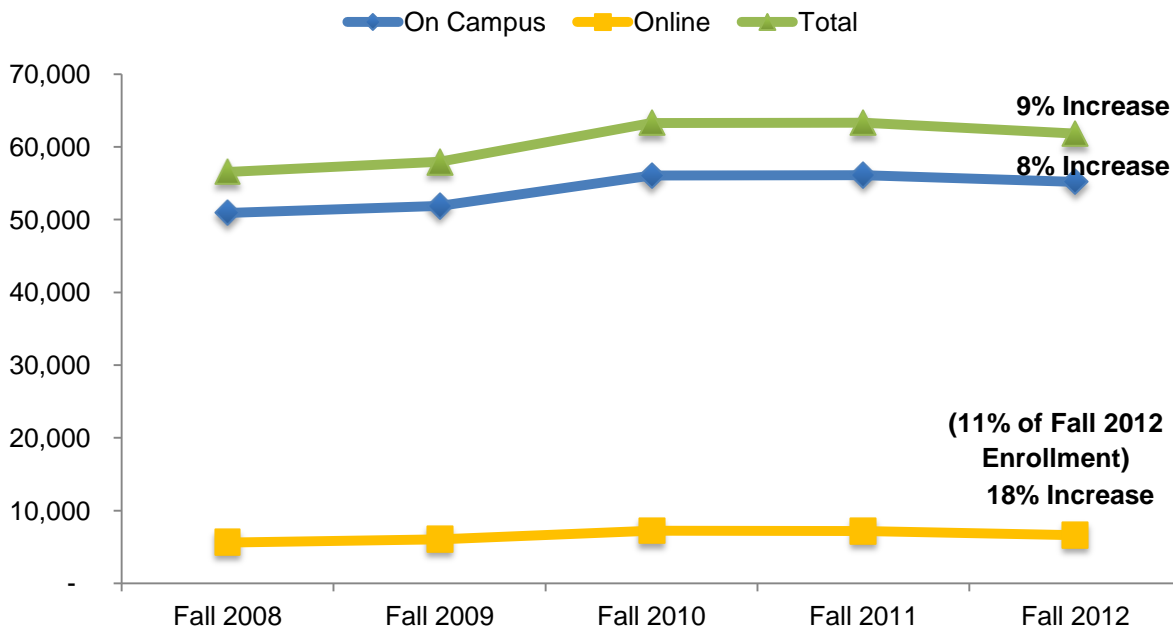
The College's annual Full-Time Equivalent Students (FTES) decreased by 5% over the most recent five years, largely due to a sharp decrease in summer course offerings in recent years.

Figure 8. Annual FTES by Term
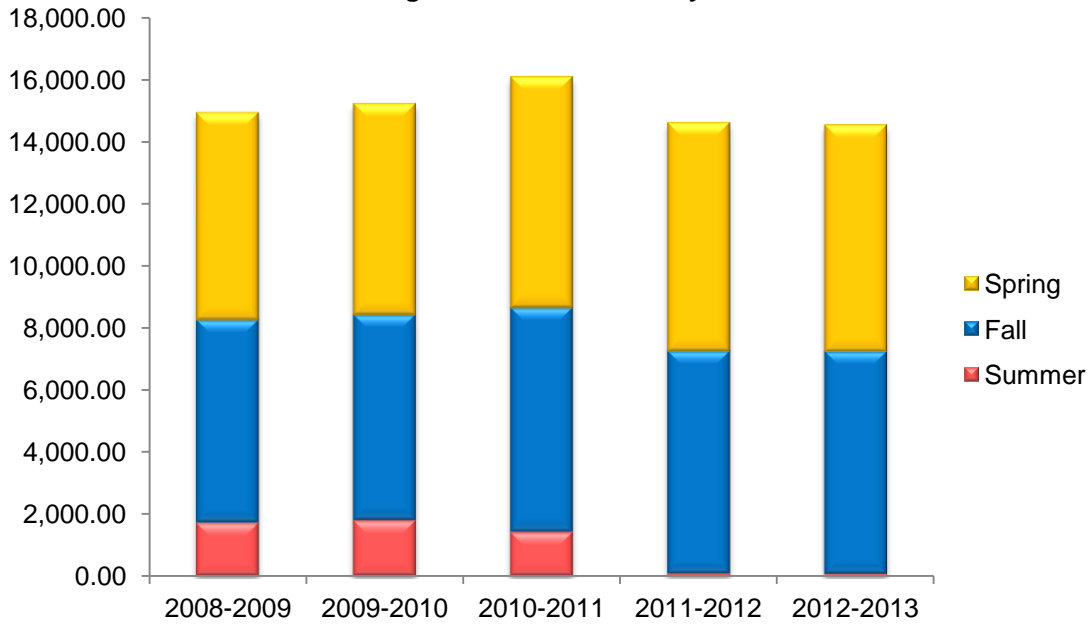
Source: Office of Institutional Research and Planning SDCCD FTES Final State Report Summaries

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 7. Mesa College Participation Rates by Service Area Zip Code/Community

Zip Code	Community	2008 Population	2008 Adults	2008-2009 Students	2008 Adult Partic 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 PO Box addresses and military installations

Figure 9. Five-Year Change in Mesa College Student Headcount:
**Fall 2008 to Fall 2012**
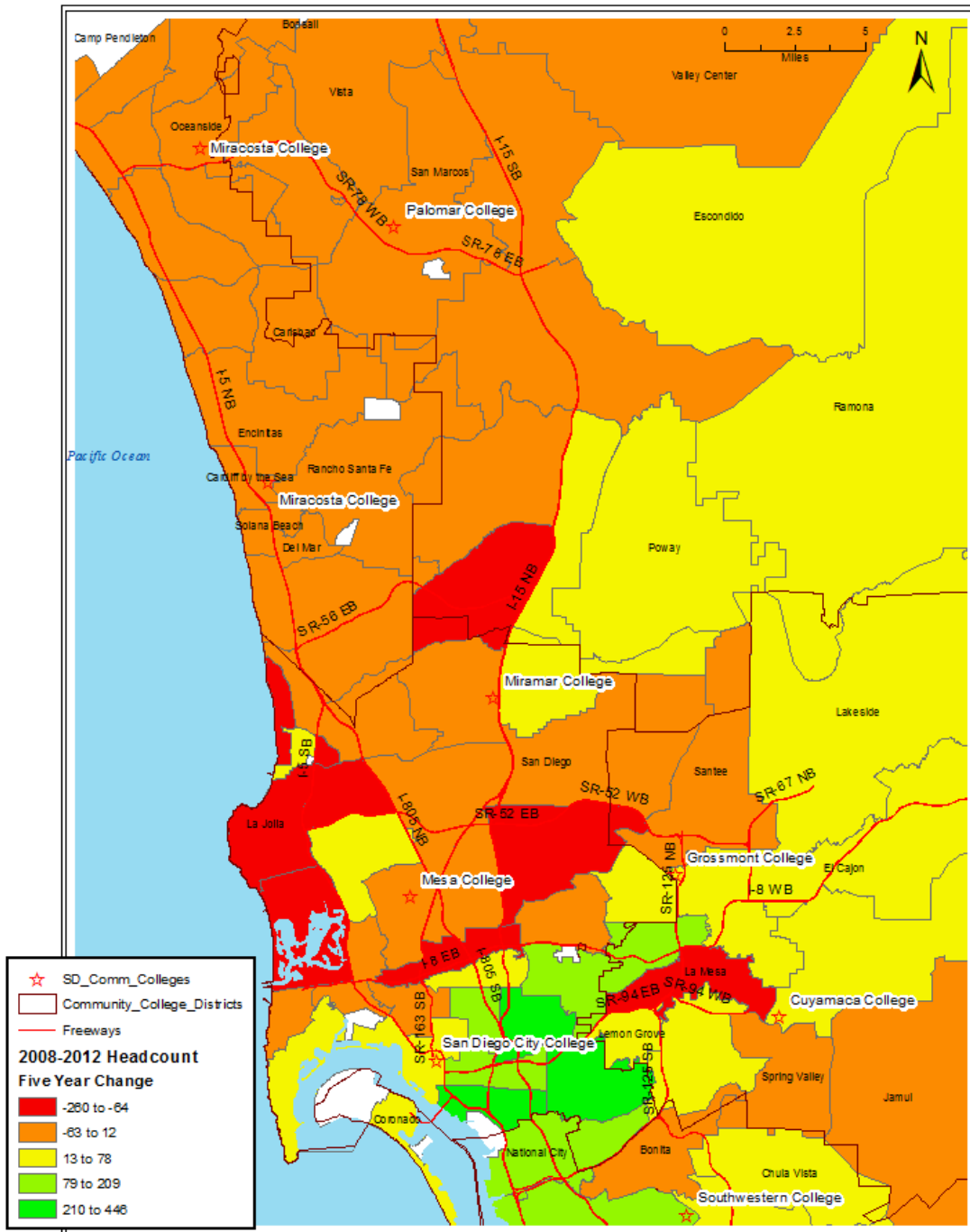
This map displays the change in the student headcount by residence at Mesa College from the fall of 2008 to fall of 2012.

Source: Mesa College Office of Institutional Effectiveness, SANDAG GIS

Mesa College's service area feeder high schools include the 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%).

Figure 10. Percentage of Graduates Enrolling in Mesa College within One Year of Graduation
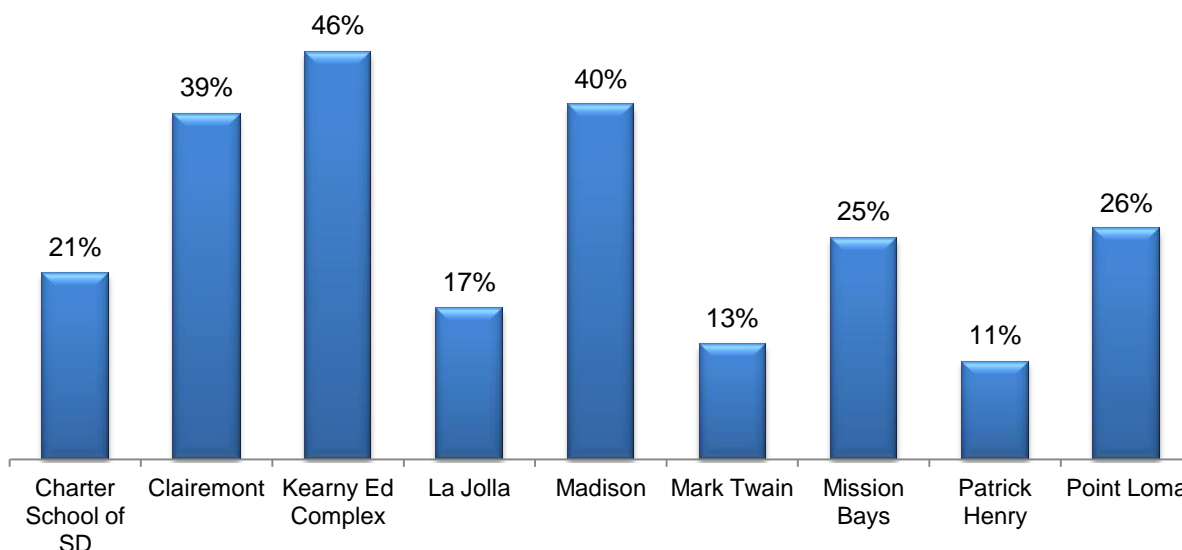
Source: Mesa College High School Pipeline Report, 2008/09-2012/13

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 8. 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
Reading Placement Levels	**%of Cohort**	**%of Cohort**	**%of Cohort**
Transfer/ College Level	55%	54%	56%
Basic Skills	36%	37%	36%
Needs English Advising	7%	6%	6%
Take ESOL Test	2%	2%	2%
Writing Placement Levels	**%of Cohort**	**%of Cohort**	**%of Cohort**
Transfer/ College Level	26%	26%	758
Basic Skills	65%	66%	1,576
Needs English Advising	7%	6%	162
Take ESOL Test	2%	2%	53
Math Placement Levels	**%of Cohort**	**%of Cohort**	**Number**
Transfer	18%	22%	631
College Level	12%	15%	396
Basic Skills	66%	63%	60%
Take Algebra Test	4%	0%	1%

Source: Mesa College Basic Skills 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 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 was White, and another 30%were Latino. 13% were Asian, 7% were African American, and 4% were Filipino. Among Mesa College students, just over half were female.

Figure 11. Fall 2012 Student Ethnicity
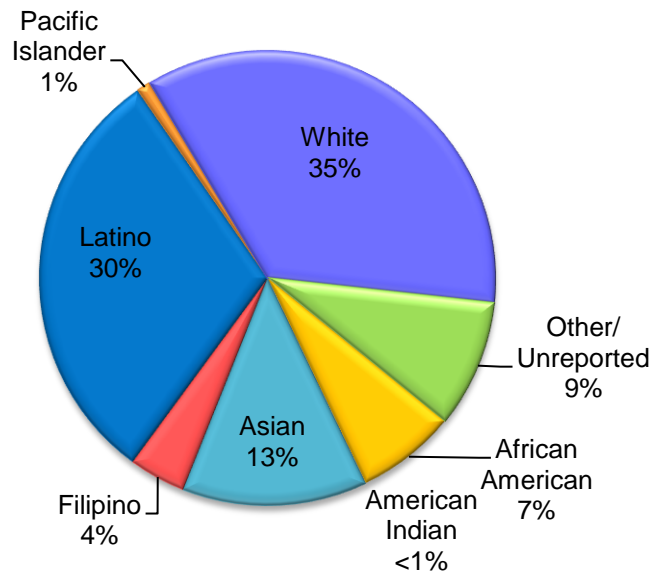
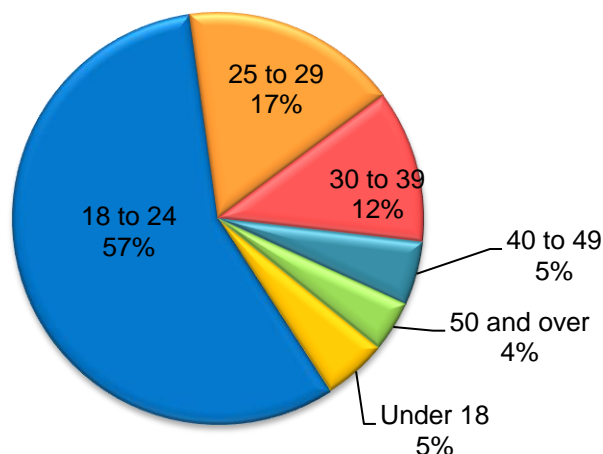*Source:* SDCCD Information System; SDCCD College End-of-Term Profiles 2012

Figure 12. Fall 2012 Student Gender
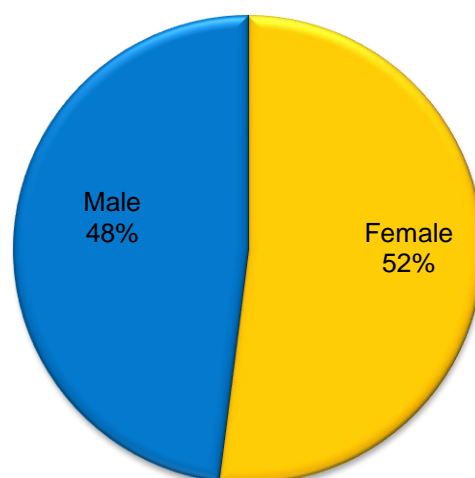
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

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.
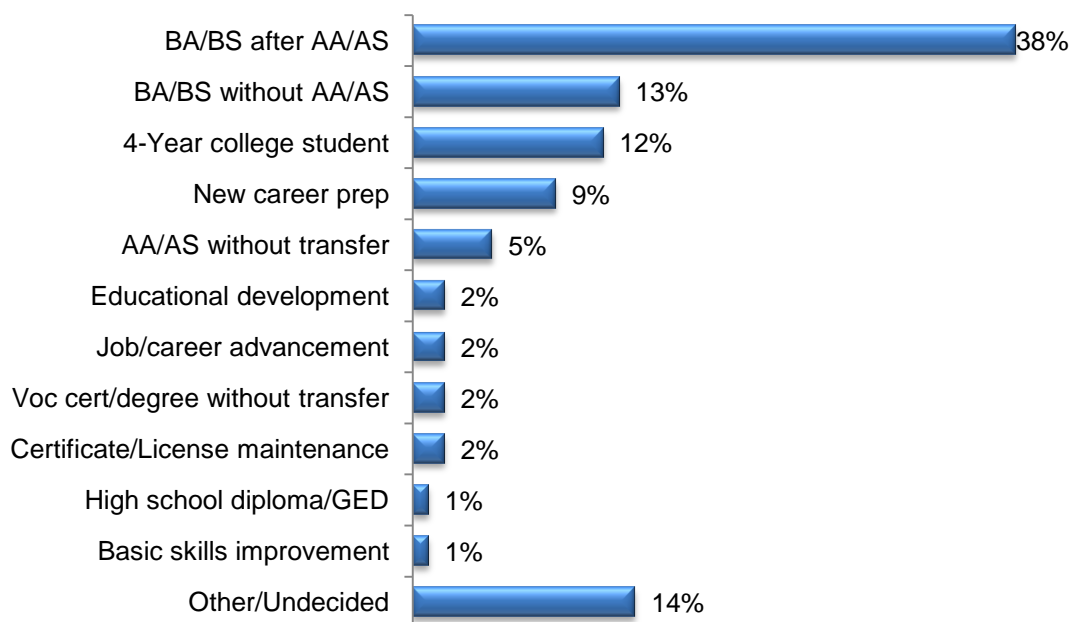
Fall 2012 Student Age

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.
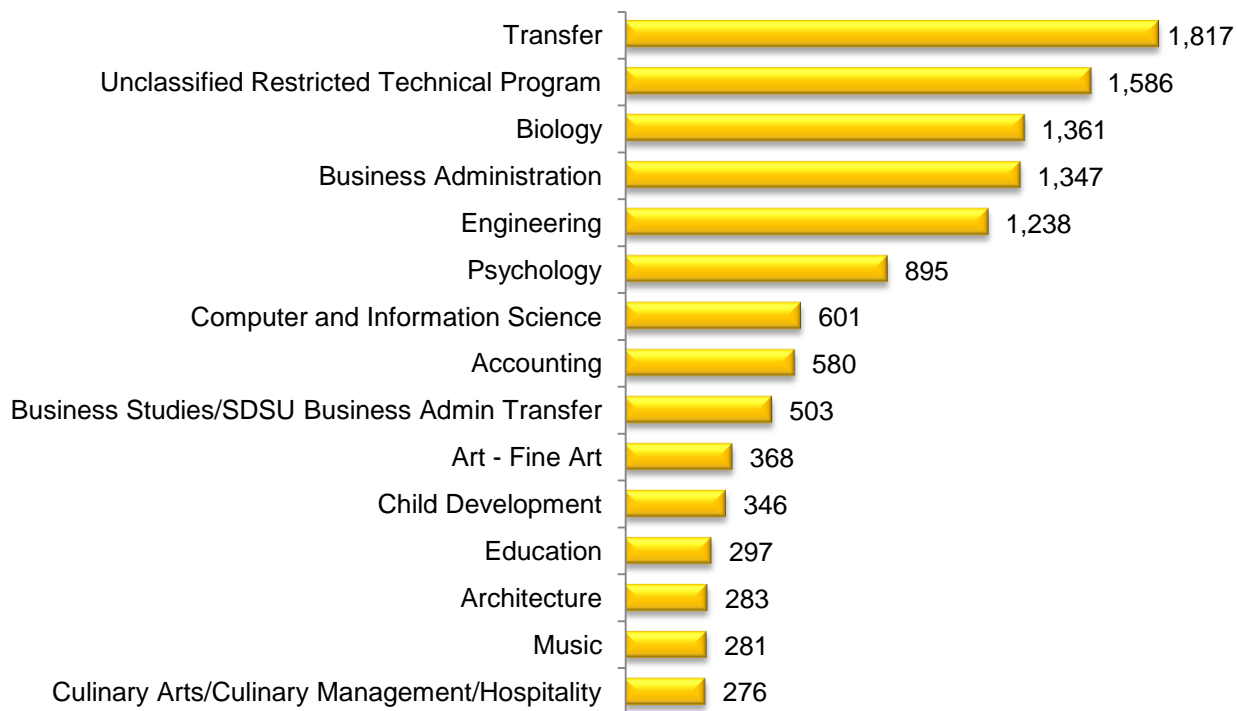
Figure 14. Fall 2012 Student Educational Objective

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

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

Major	Count
Transfer	1,817
Unclassified Restricted Technical Program	1,586
Biology	1,361
Business Administration	1,347
Engineering	1,238
Psychology	895
Computer and Information Science	601
Accounting	580
Business Studies/SDSU Business Admin Transfer	503
Art - Fine Art	368
Child Development	346
Education	297
Architecture	283
Music	281
Culinary Arts/Culinary Management/Hospitality	276

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

Approximately two in three Fall 2012 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**
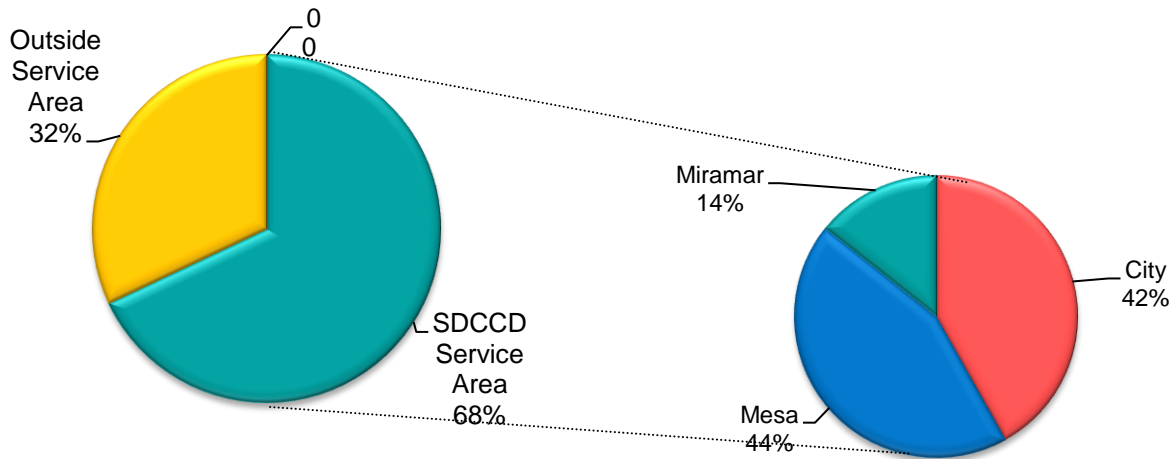
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

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 bases, with the largest proportion enrolled less than half-time (3.0 to 5.9 units).

Figure 18. Fall 2012 Student Units Attempted
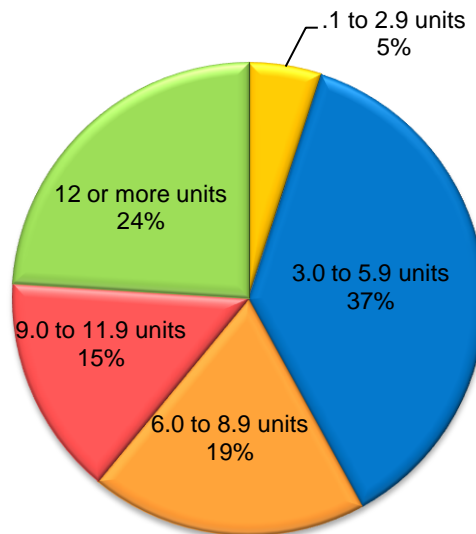
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

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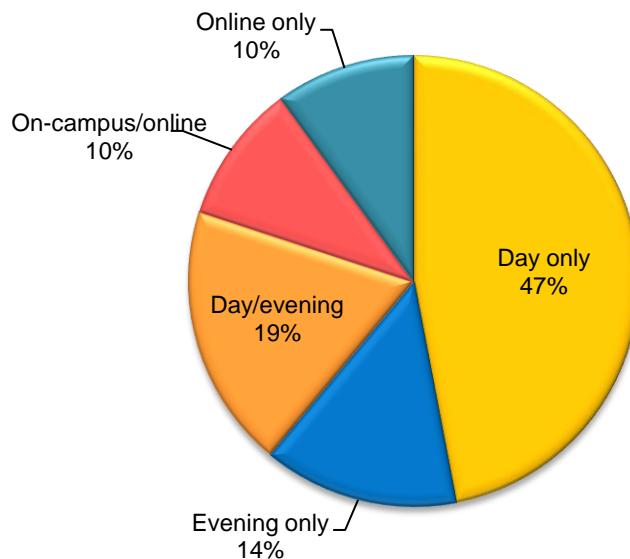
Source: SDCCD Information System; SDCCD Office of Institutional Research and Planning, College End-of-Term Profiles 2012

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.
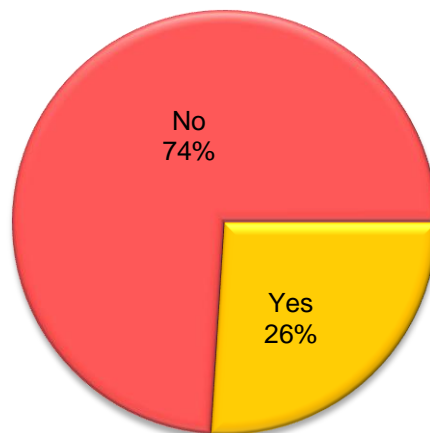
Figure 20. Fall 2012 Student Enrollment Status
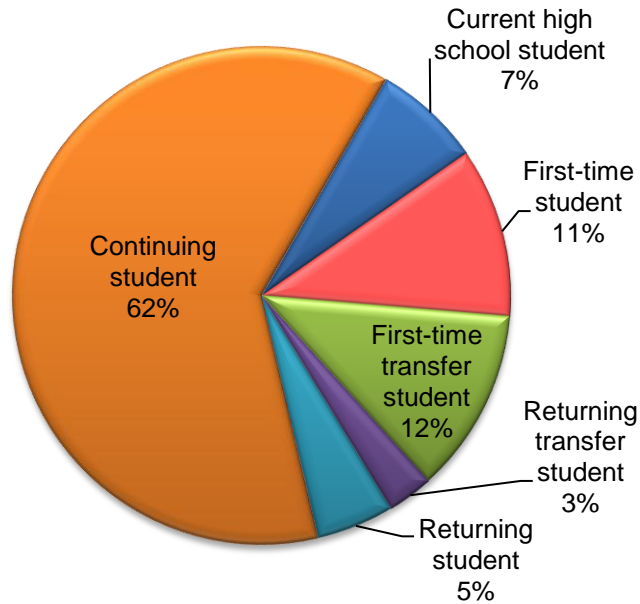
Source: SDCCD Information System; SDCCD College End-of-Term Profiles 2012

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

**Figure 21. Fall 2012 First Generation College Student 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.

Figure 22. College-Wide Success and Retention Rates
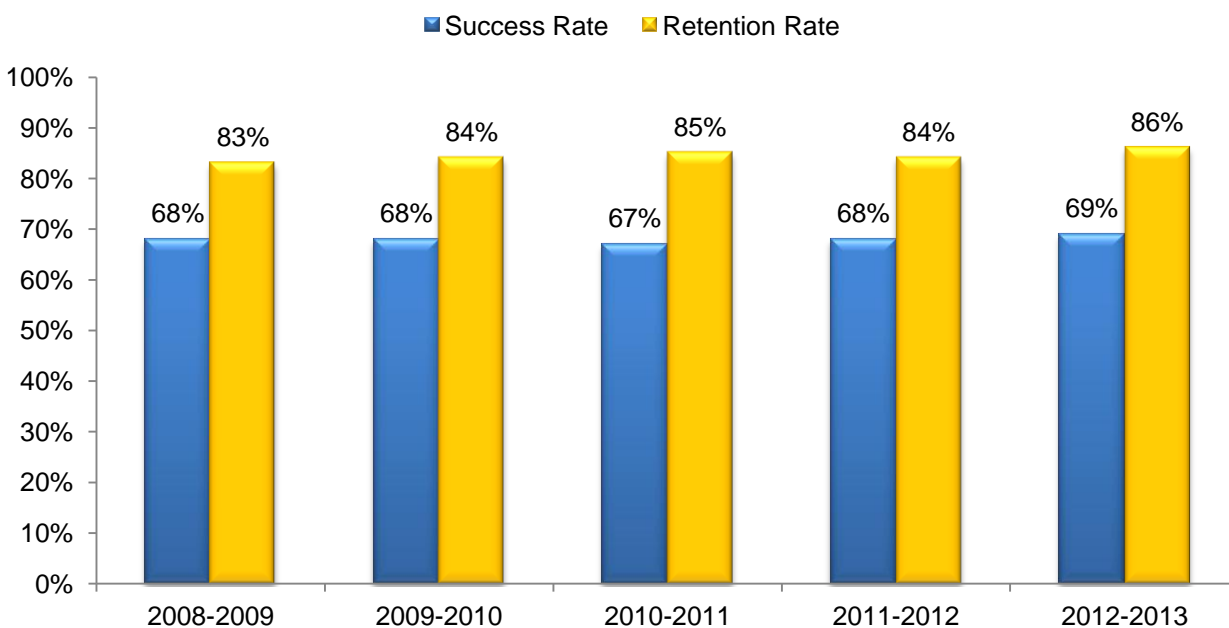
Source: SDCCD Information System; Mesa College Fact Book

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).

Figure 23. First-Time Student Persistence Rates

■ Fall-to-Spring Persistence Rate   ■ Fall-to-Fall Persistence Rate
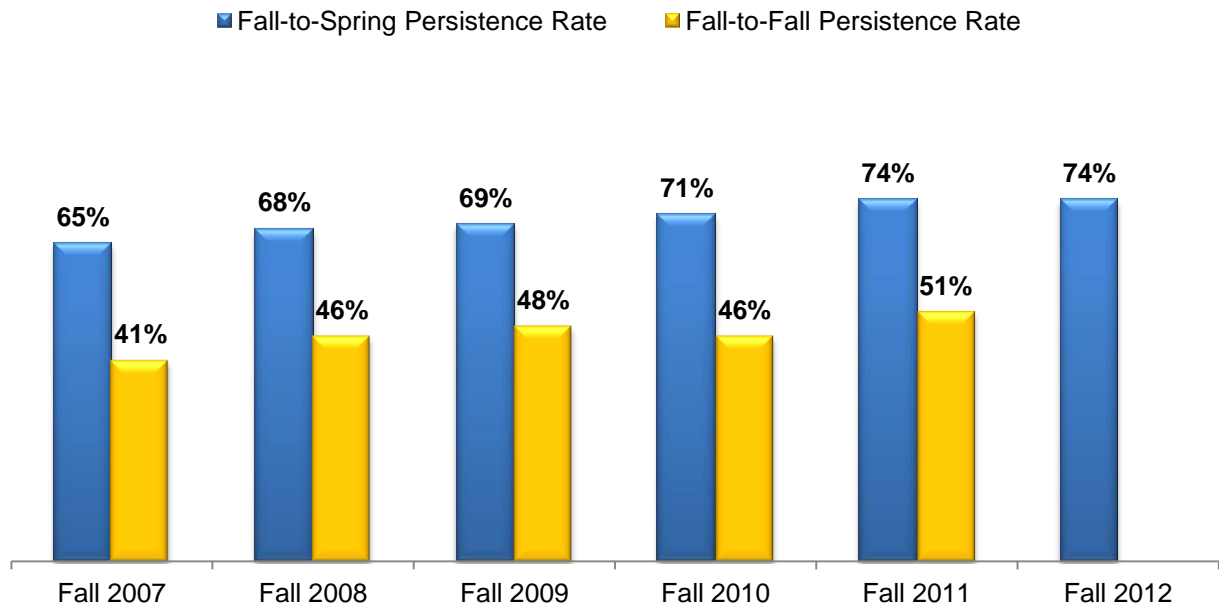
Source: Mesa College Fact Book 2013

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 the each student may have received multiple awards, and each of these awards is counted in this total.

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

■ AA/AS Degree   ■ Cert. 60 or More Units   ■ Cert. 30 to 59 Units   ■ Cert. 29 or Fewer Units

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AA/AS Degree	917	874	907	1073	992
Cert. 60 or More Units	24	9	0	0	0
Cert. 30 to 59 Units	191	206	211	196	206
Cert. 29 or Fewer Units	94	112	128	141	127
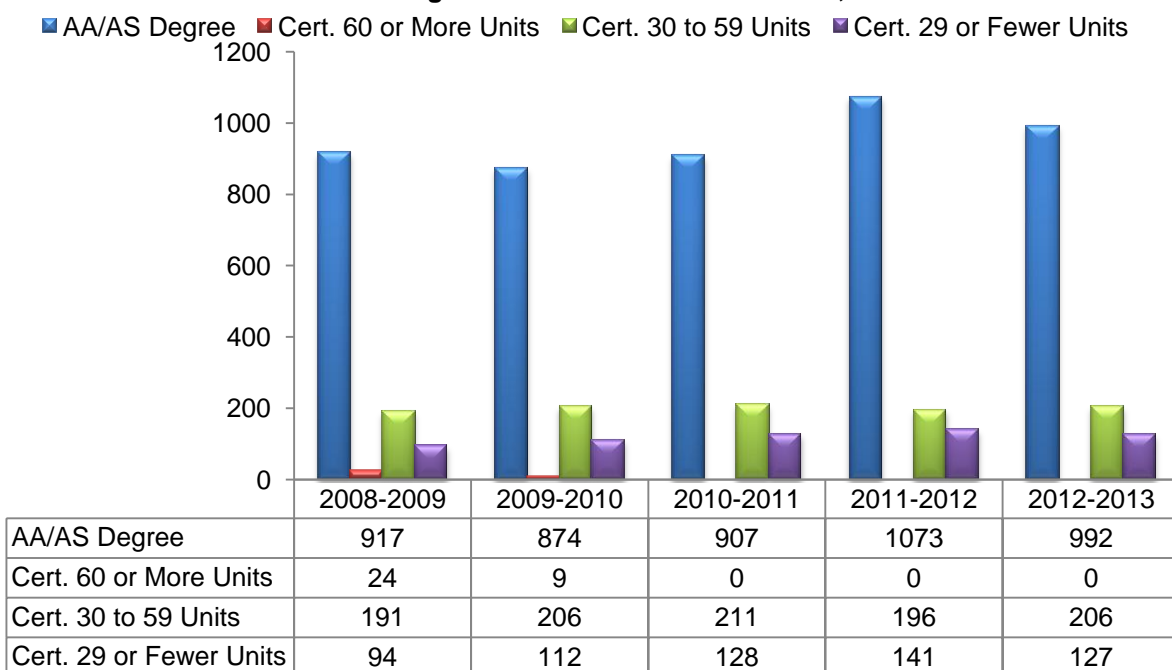
Source: SDCCD Information System; Awards Conferred Report

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 9. 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 10. 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.
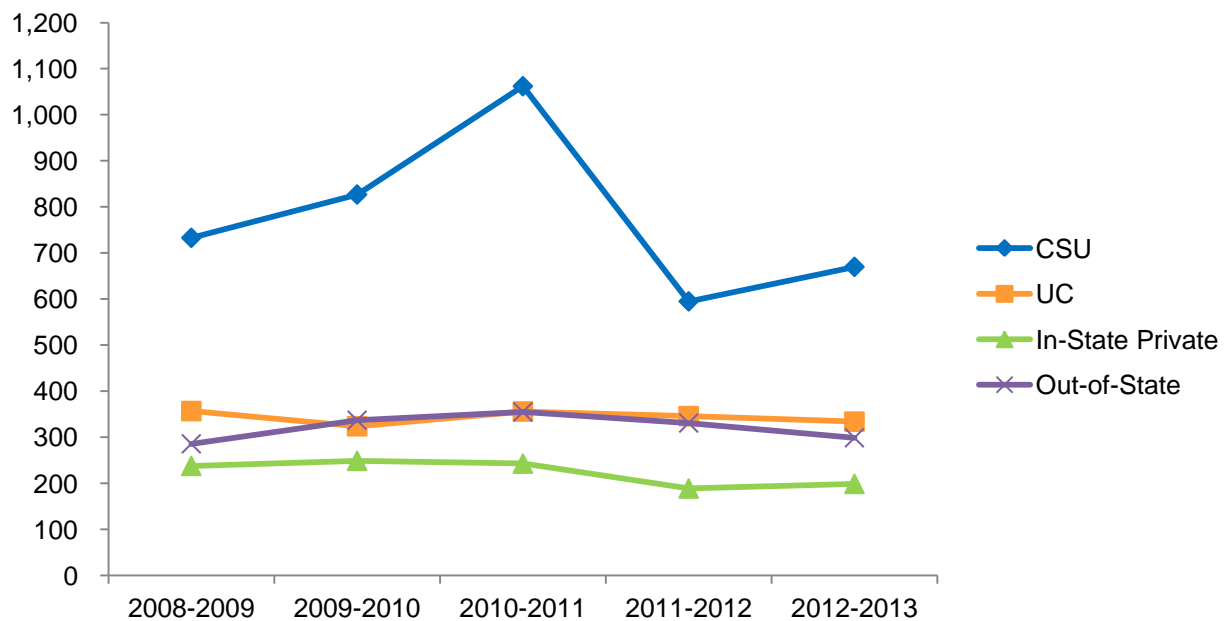
Figure 25. Mesa College Transfer Volume
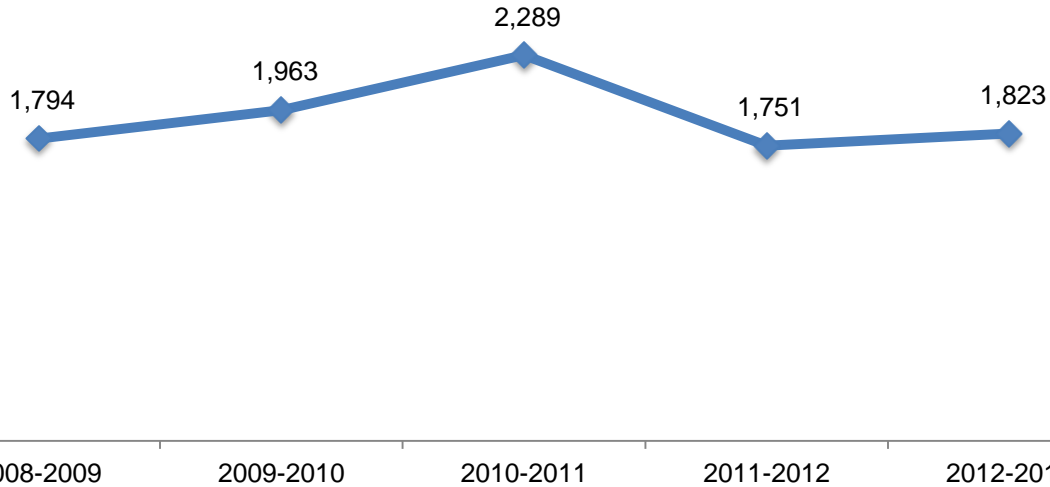
Source: SDCCD Information System, National Student Clearinghouse; SDCCD 2013 Transfer Report

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.

Figure 26. Mesa College Transfers to 4-Year Institutions

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.

Figure 27. Mesa College Transfer Rate by Cohort
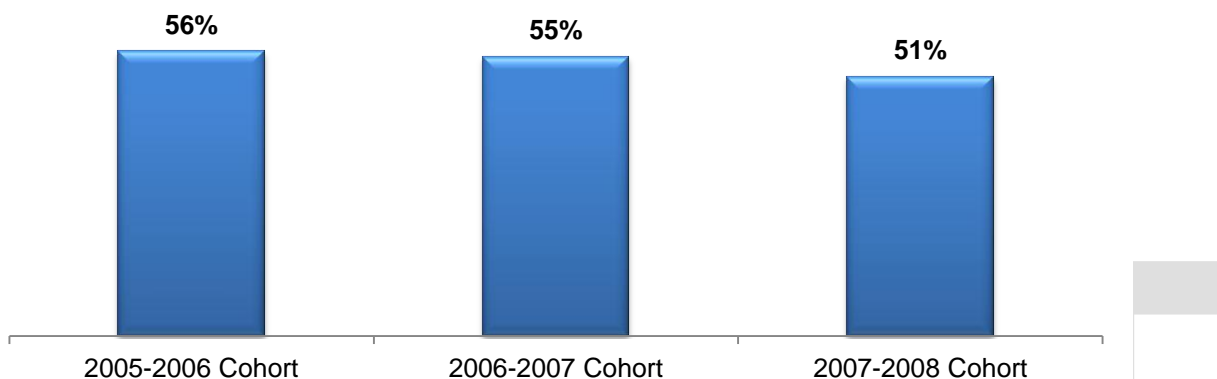
2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort
56%	55%	51%

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

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 11. 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 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 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 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."
- "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 me."
- "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 rally 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. [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:

- "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."

▶ **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 college, 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 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:

- "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 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."

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."

▶ **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:

- "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 fore-front 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 an 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."

▸ 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 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, 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 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. We tried to get the students to fix the equipment, but they don't do it correctly, and sometimes they break it."
- "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."
- "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.

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 full 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 share 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 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 with the new ObamaCare rules for hourly are absolutely going to kill us. The people 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 their 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 a 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 bandwith 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 data base 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."
- "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 do; 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 what of 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."

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 and staff.

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."
- "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 them 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.

Respondents from each of the college constituencies expressed a need to improve the College's web site, services, and presence. Suggestions for improvement ranged from a more intuitive web site 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 web site 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 web site. 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 web site, we need to update that, too. I have seen same picture for 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—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 common area [for students] and student services areas."
- "If there were more clubs and student interaction, then it might be more appealing for student 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 is already 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."
- "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 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 our 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
- "I think our department really has a lower allotment of courses than we need. We told Andy 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 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."

Appendix A: School and Service Area Profiles

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