



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Career Education Biennial Review

San Diego Mesa College Career Education Program Evidence

July 2020



SAN DIEGO COMMUNITY COLLEGE DISTRICT

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Program Fact Sheets & Faculty Narratives

Each Program Fact Sheet provides information by TOP Code and is followed by a Faculty Narrative addressing five questions:

1. What is the demand for workers that your program trains for?
2. Over the past two years, what specific program updates have been made in response to changing industry needs?
3. How does your program provide a unique, complementary, or collaborative training opportunity in the region?
4. What is the supply gap or oversupply associated with your program?
5. What is your programs completion and employment outcomes? If the programs completion or employment outcomes are low, please explain why and what will be done about it.

Each Program Fact Sheet provides the following:

- List of certificates and degrees
- Supply gap analysis (Including annual job openings, and annual awards, and education, training, and wage information)
- Annual awards conferred
- Enrollment trends
- Course retention and Success
- Employment Information (including % of students who obtained a job closely related to their field of study, median change in earnings, percent of student who attained a living wage)

For each TOP Code, one or more Career Education programs may be included.

The Following Program Fact Sheets and Faculty Narratives are included in this report:

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Career & Technical Education Employment Outcomes Survey

2019 College Report

Page 260

Institution Name San Diego Mesa	TOP6 Program Title Veterinary Technician (Licensed)	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Veterinary Technologists and Technicians		

TOP6 Code	TOP6 Program Title	Institution Name
010210	Veterinary Technician (Licensed)	San Diego Mesa



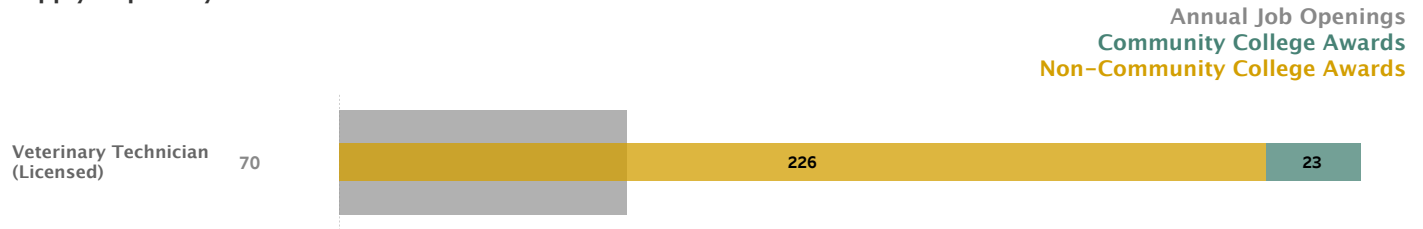
Catalog

Control Number	Catalog Name	Goal	Award
05301	Animal Health Technology	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Veterinary Technician (Licensed)
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Over Supply** of 179 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Veterinary Technologists and Technicians	70
Grand Total	70

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
San Diego Mesa	23
Pima Medical Institute–Chula Vista	226
Grand Total	249

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Veterinary Technologists and Technicians	Associate degree	None	\$16.85	\$20.83

TOP6 Program Title: Veterinary Technician (Licensed)
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Mesa	Pima Medical Institute-Chula Vista	Grand Total
Associate degree	23	61	84
Award < 1 academic yr		165	165
Grand Total	23	226	249

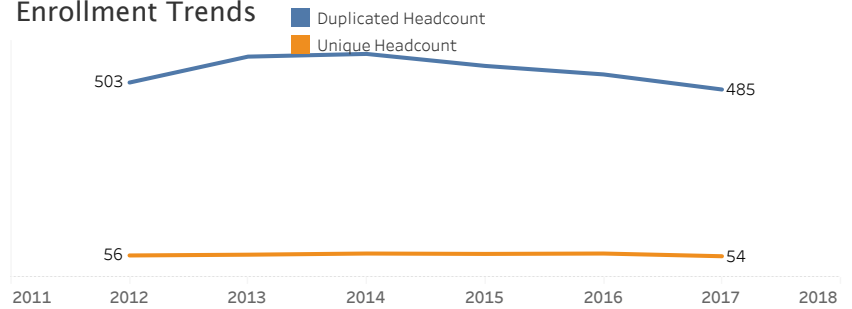
TOP6 Program Title: Veterinary Technician (Licensed)
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	503	56	34
2012-13	570	58	34
2013-14	577	61	34
2014-15	546	60	34
2015-16	524	61	34
2016-17	485	54	33

Enrollment Trends



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments
(2016-17)

San Diego Mesa  485

Unique Headcount: # of Students Who Took 1+
Courses (2016-17)

San Diego Mesa  54

Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Veterinary Technician (Licensed)
College: San Diego Mesa

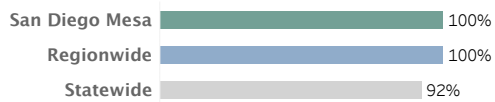
Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	99%	97%	100%	97%
Course Success Rate	99%	95%	97%	95%
Term-to-Term Retention Rate	92%	82%	90%	86%
Persistence Rate	78%	67%	70%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

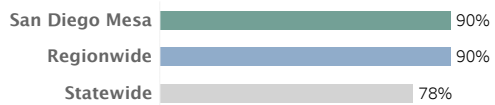
Course Retention Rate (2015-16)



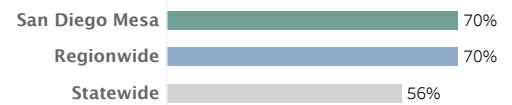
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Veterinary Technician (Licensed)
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	25	19	24	23
Grand Total	25	19	24	23

of Students Who Earned Associate Degrees
(2016-17)

San Diego Mesa  24

of Students Who Earned a Degree or Certificate
(2016-17)

San Diego Mesa  24

of Students Who Earned a Locally-Issued
Certificate (2016-17)

San Diego Mesa  0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

San Diego Mesa  0

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Veterinary Technician (Licensed)
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	90%	100%	100%
% of Students Who Attained a Living Wage	2014-15	43%	64%	64%
% Median Change in Earnings	2014-15	70%	124%	124%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 010210
Top Code Description: Veterinary Technician (Licensed)
Degrees and Certificates offered: Associates of Science, Animal Health Technology

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Students that earn an Associates of Science degree in Animal Health Technology can be employed in several industries to include laboratory, pharmaceutical, and clinical areas. According to the California Employment Development Department, there is an average of 279 annual job openings. Two local educational institutions supply the market with approximately 249 AS degrees in Veterinary Technology or Animal Health disciplines. Based on the data there is a labor market need for licensed veterinary technicians.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

In the last two years, our advisory committee recommended to pursue National Accreditation with the American Veterinary Medical Association (AVMA). In October 2019, our initial AVMA application was accepted and we are scheduled for a site visit in April 2020. The advisory committee also recommended upgrading equipment and facilities. Through Perkins funding we purchased industry standard equipment and improved facilities.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Our program offers the unique opportunity to gain valuable training with exotic and wild species. Our faculty members come from diverse clinical backgrounds that offer our students unique learning experiences. San Diego Mesa College is the only public institution to offer an Associates of Science Degree in Animal Health Technology in San Diego County.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The data provided in the report indicates an oversupply for veterinary technicians. This data is not accurate. Labor Market Information indicates the market will continue to demand skilled veterinary technicians. There is a growing pet population that will require more veterinary technicians and many people now consider their pets to be part of their family and are willing to pay more for pet care than in the past. Also, veterinarians perform more specialized tasks that require licensed veterinary technicians to provide animal care and perform specialized laboratory work.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

According to the data provided our program has excellent course retention and course success rates. In addition, our students that graduated from our program successfully obtained jobs in the related field of study. Another way we assess our student success is the Veterinary Technician National Exam (VTNE) licensing exam pass rates. Our three year average VTNE pass rate is 81%.

Institution Name San Diego Mesa	TOP6 Program Title Architecture and Architectural Technology	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Architectural and Civil Drafters <input checked="" type="checkbox"/> Electrical and Electronics Drafters <input checked="" type="checkbox"/> Mechanical Drafters		

TOP6 Code	TOP6 Program Title	Institution Name
020100	Architecture and Architectural Technology	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
05300	Landscape Architecture Technician	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
05302	Architecture Technician	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
09381	Architecture: Survey	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
09382	Architecture Design	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
11726	Architecture: University Track	Career Technical Education (CTE) and Transfer	A.S. Degree
22291	Architecture	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
22294	Architecture: Woodbury Transfer	Transfer (All ADTs and Certificates of Achievement for CSU GE Breadth and IGETC)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Architecture and Architectural Technology

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations, there is a(n) **Supply Gap** of 223 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Architectural and Civil Drafters	160
Electrical and Electronics Drafters	58
Mechanical Drafters	43
Grand Total	261

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
MiraCosta	2
Palomar	12
San Diego Mesa	15
Southwestern	9
Grand Total	38

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Architectural and Civil Drafters	Associate degree	None	\$24.53	\$28.54
Electrical and Electronics Drafters	Associate degree	None	\$24.62	\$28.54
Mechanical Drafters	Associate degree	None	\$22.67	\$28.38

TOP6 Program Title: Architecture and Architectural Technology
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	MiraCosta	Palomar	San Diego Mesa	Southwestern	Grand Total
Associate Degree	1	4	9	7	21
Certificate 6 to < 18 semester units		1	1		2
Certificate 18 to < 30 semester units		5	1		6
Certificate 30 to < 60 semester units	1	2	4	2	9
Grand Total	2	12	15	9	38

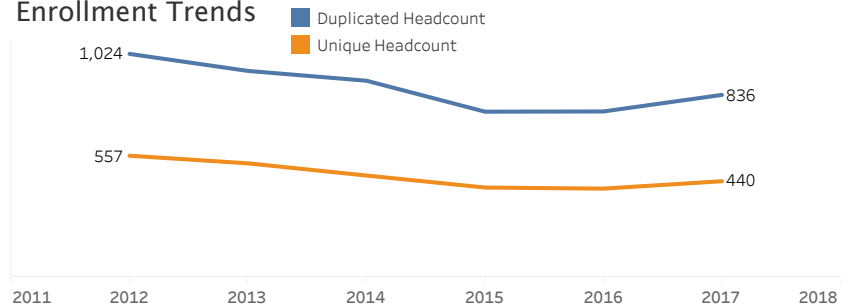
TOP6 Program Title: Architecture and Architectural Technology
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

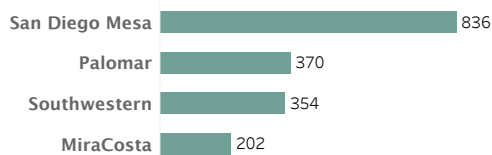
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	1,024	557	49
2012-13	946	522	55
2013-14	901	466	64
2014-15	759	411	49
2015-16	760	406	49
2016-17	836	440	46

Enrollment Trends

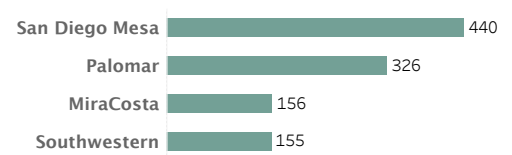


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Architecture and Architectural Technology
College: San Diego Mesa

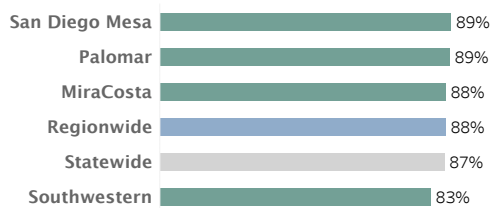
Academic Year
2015-16

Metric

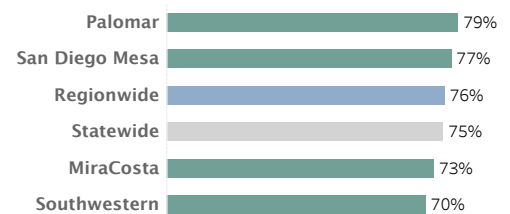
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	88%	82%	89%	90%
Course Success Rate	76%	72%	77%	77%
Term-to-Term Retention Rate	72%	69%	70%	67%
Persistence Rate	44%	41%	46%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

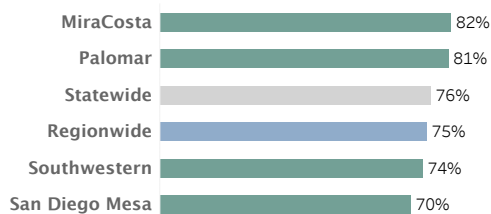
Course Retention Rate (2015-16)



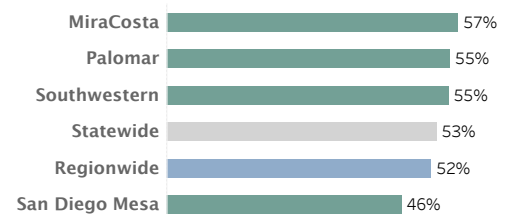
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Architecture and Architectural Technology
College: San Diego Mesa

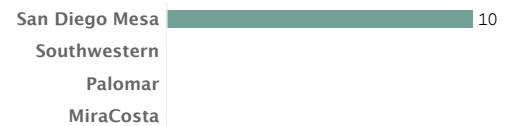
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	5	12	11	9
Certificate 6 to < 18 semester units	0	0	1	0
Certificate 30 to < 60 semester units	4	5	4	4
Certificate 18 to < 30 semester units	1	1	0	1
Grand Total	10	18	16	14

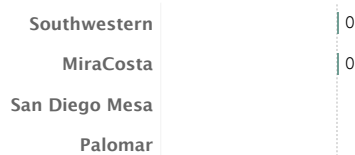
of Students Who Earned Associate Degrees
(2016-17)



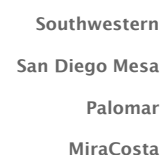
of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

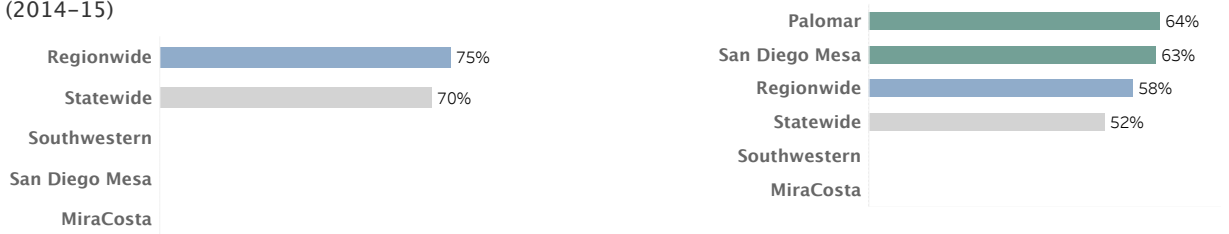
TOP6 Program Title: Architecture and Architectural Technology
College: San Diego Mesa

Academic Year
2014-15

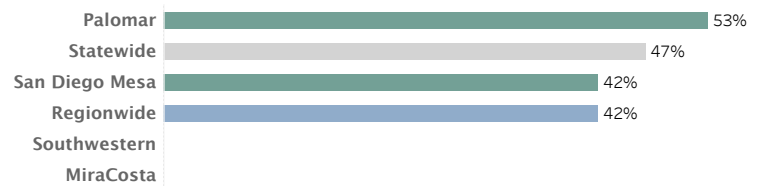
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	70%	75%	
% of Students Who Attained a Living Wage	2014-15	52%	58%	63%
% Median Change in Earnings	2014-15	47%	42%	42%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:020100
Top Code Description: Architecture and Architectural Technology
Degrees and Certificates offered: AS

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the Program Fact Sheets, the annual job openings for architectural, civil, electrical, electronics and mechanical drafters are 261 on average. San Diego Mesa College has awarded 15 students a year on average. There is a supply gap of 223

annually.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Architecture Program program has continued our efforts to provide the latest industry standard software and training. Based on feedback from our Advisory Committee and colleges to which our students matriculate, we added Rhino, Lumion and Adobe Creative Suite software to current programs we offer: AutoCAD, Revit, ArchiCAD, SketchUp, Lumion, etc.
- We completed our model building and fabrication shop and hired a full-time Classified Employee to oversee the shop on a daily basis. We accomplished both of these goals during the last year. In addition, we developed a new course Architecture 115, Architectural Model Building. This course introduces students to basic and advanced model building and presentation skills.
- Based feedback from our Advisory Committee and colleges to which our students matriculate, we developed a new course, Architecture 103, Introduction to Architecture & Environmental Design.
- To assist students, we developed a fully equipped photography studio at the Design Center. With funding from a number of sources including the Mesa College Foundation and CTE Strong Workforce, we now have a complete photography setup that allows all of our students to photograph their projects in a professional manner for portfolios for employment and transfer.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

- The Architecture program prepares students who are entering or returning to school with an emphasis on developing appropriate industry-standard skills in software programs such as Revit, AutoCAD, SketchUp, Adobe Creative Suite, etc. most of which are not offered through other Architecture programs in the region.
- We follow the National Architectural Accrediting Board (NAAB) the agency that evaluates architecture programs in the United States to ensure that graduates have the technical and critical thinking skills required to have a rewarding career in the profession. These areas as outlined by the NCARB are as follows:
 1. Practice Management, 2. Programming Analysis, 3. Project Management, 4. Project Development and Documentation, 5. Project Planning and Design, 6. Construction and Evaluation

As a two-year program in architecture, we cannot possibly cover all of these areas at the same level of detail as a four-year, five-year or graduate school of architecture can, but we do offer our students, at the very minimum, an opportunity to touch upon each of these subject areas, some in greater detail than others.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Currently there is a supply gap of 223 jobs in our area. The employment rate for our graduates, according to the Perkins V Core Indicator, is over 60%. We are currently in a healthy job market and continue to monitor recommendations from our Advisory Committee to increase the employability of our graduates. For example, staying current with industry-standard software, design and sustainability trends, procuring internships with local firms, planning supplemental workshops and engaging with practicing Architects for guest lectures and student design project juries.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

Overall our program enrollment and completion rates have remained strong over the four-year period outlined in the Program Fact Sheet. Course retention rates run from a low of 82% to a high of 90%. Our course success rates run from a low of 72% to a high of 77%. The statewide average of students who obtained a job closely related to their field of study is 70%, while for our program there is no data provided in the Program Fact Sheet. The percentage of Architecture Program students who are able

to attain a living wage is 63% while the Statewide average in this category is 52%.

Employment is always a concern. California labor market information for San Diego County indicates that in the period from 2012-2022 architectural positions are projected to increase by 19.3%. The Architecture Program's intent is to work with the Career Center to address issues of placing students in appropriate areas of employment. We'll continue to work with Advisory Committee members and faculty currently employed in the profession to utilize their contacts to assist with the

placement of students in workforce. We're working with the San Diego Chapter of the AIA which provides a link between our faculty and students to the profession.

Institution Name San Diego Mesa	TOP6 Program Title Accounting	County San Diego
Occupation(s) that students would qualify for after completing this program:		
<input checked="" type="checkbox"/> Bookkeeping, Accounting, and Auditing Clerks <input checked="" type="checkbox"/> Brokerage Clerks <input checked="" type="checkbox"/> Budget Analysts <input checked="" type="checkbox"/> Financial Analysts <input checked="" type="checkbox"/> Payroll and Timekeeping Clerks <input checked="" type="checkbox"/> Tax Examiners and Collectors, and Revenue Agents <input checked="" type="checkbox"/> Tax Preparers		

TOP6 Code	TOP6 Program Title	Institution Name	
050200	Accounting	San Diego Mesa	



Catalog

Control Number	Catalog Name	Goal	Award
22295	Accounting	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Accounting
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Accounting

2,844

544

For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 2,298 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Bookkeeping, Accounting, and Auditing Clerks	1,975
Financial Analysts	280
Payroll and Timekeeping Clerks	227
Tax Preparers	173
Brokerage Clerks	73
Budget Analysts	69
Tax Examiners and Collectors, and Revenue Agents	47
Grand Total	2,844

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
MiraCosta	91
Palomar	91
San Diego City	43
San Diego Continuing Education	204
San Diego Mesa	40
San Diego Miramar	15
Southwestern	60
National University	2
Grand Total	546

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Bookkeeping, Accounting, and Auditing Clerks	Some college, no deg.	Moderate-term OJT	\$16.91	\$20.94
Financial Analysts	Bachelor's deg.	None	\$31.95	\$40.31
Payroll and Timekeeping Clerks	HS diploma/equiv.	Moderate-term OJT	\$20.47	\$24.21
Tax Preparers	HS diploma/equiv.	Moderate-term OJT	\$17.95	\$22.68
Brokerage Clerks	HS diploma/equiv.	Moderate-term OJT	\$22.03	\$26.35
Budget Analysts	Bachelor's deg.	None	\$32.70	\$38.87
Tax Examiners and Collectors, and Revenue Agents	Bachelor's deg.	Moderate-term OJT	\$25.19	\$29.40

TOP6 Program Title: Accounting
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	MiraCosta	Palomar	San Diego City	San Diego Continuing Education	San Diego Mesa	San Diego Miramar	Southwestern	National University	Grand Total
Associate Degree	27	22	3		21	7	52		132
Award < 1 academic yr								2	2
Certificate 6 to < 18 semester units	15	45	40		2		2		104
Certificate 12 to < 18 semester units	25								25
Certificate 18 to < 30 semester units	24				17	8			49
Certificate 30 to < 60 semester units		24					6		30
Noncredit award 48 to < 96 hours				190					190
Noncredit award 288 to < 480 hours				14					14
Grand Total	91	91	43	204	40	15	60	2	546

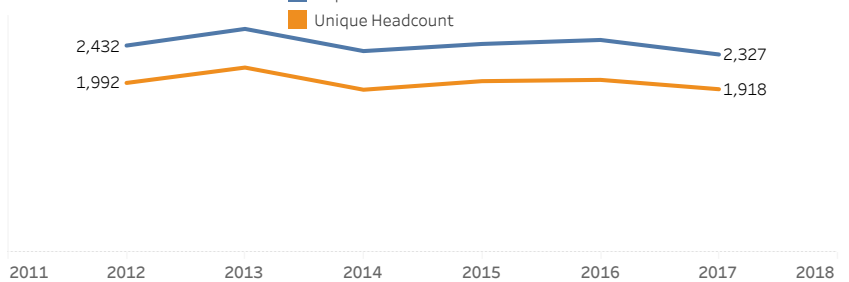
TOP6 Program Title: Accounting
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

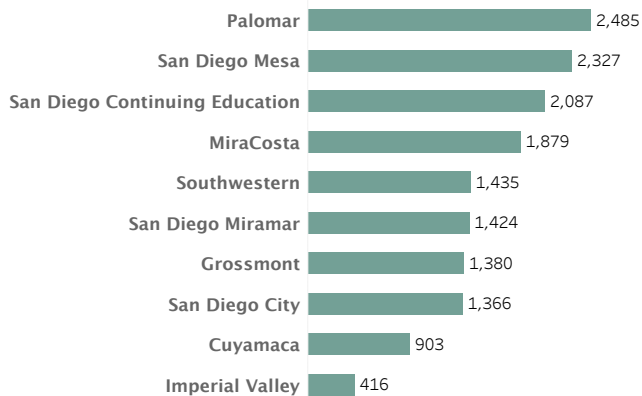
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	2,432	1,992	75
2012-13	2,628	2,173	74
2013-14	2,367	1,912	71
2014-15	2,451	2,013	73
2015-16	2,498	2,028	70
2016-17	2,327	1,918	72

Enrollment Trends

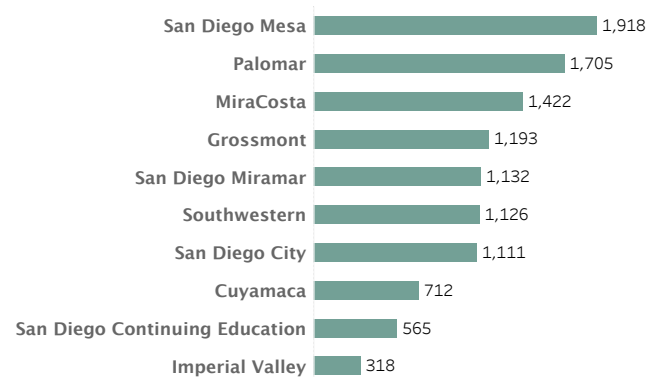


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

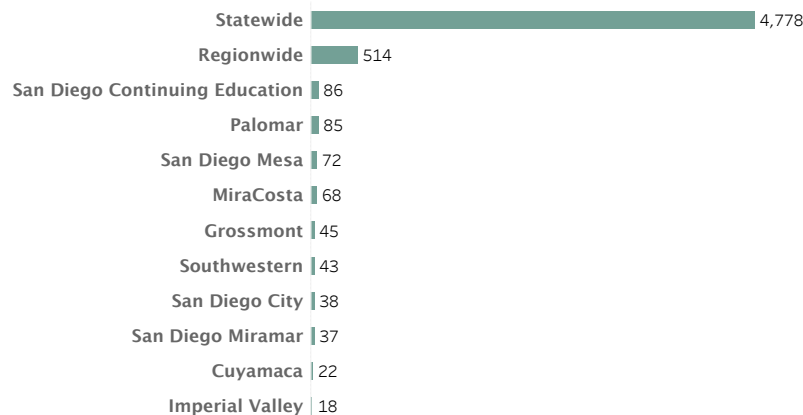
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Accounting
College: San Diego Mesa

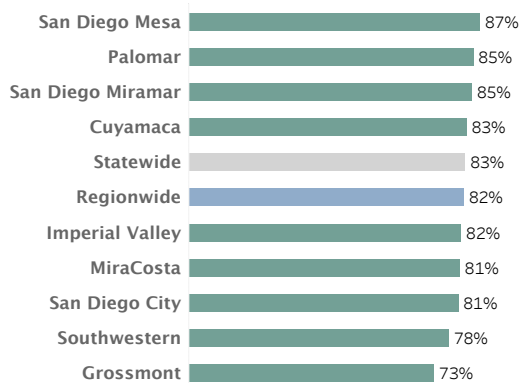
Academic Year
2015-16

Metric

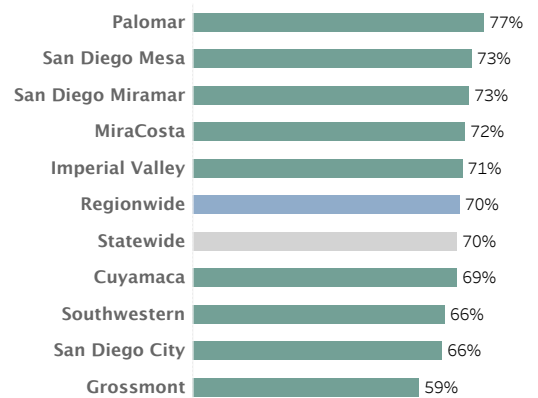
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	82%	82%	87%	87%
Course Success Rate	69%	69%	73%	75%
Term-to-Term Retention Rate	68%	70%	68%	72%
Persistence Rate	41%	44%	45%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

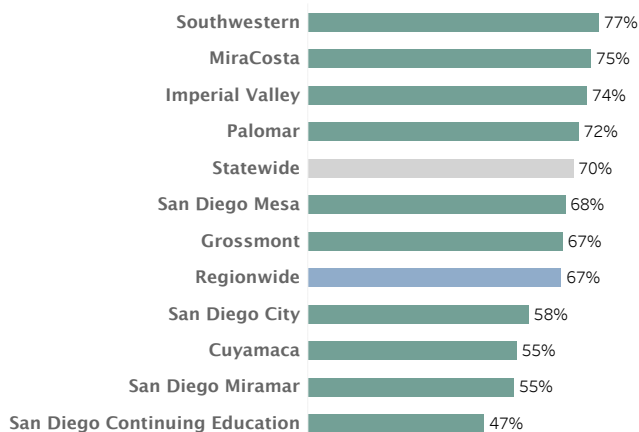
Course Retention Rate (2015-16)



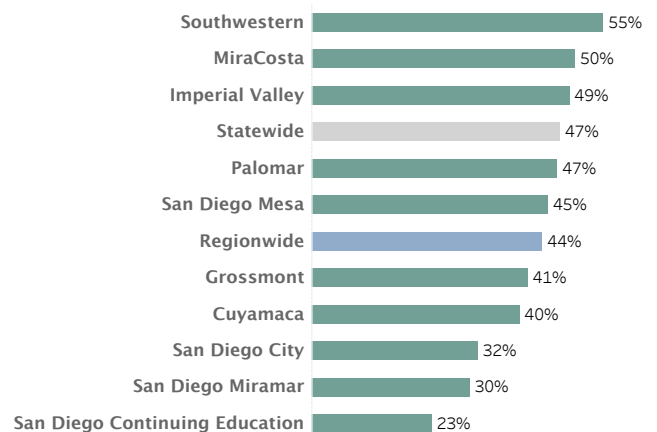
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



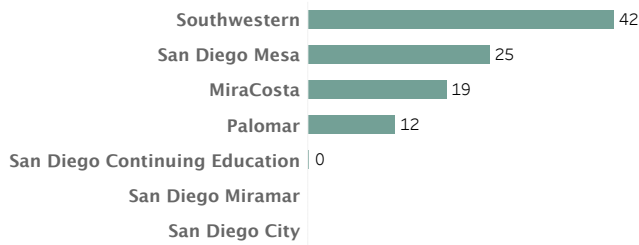
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Accounting
College: San Diego Mesa

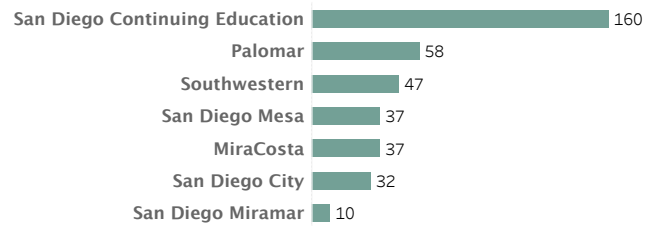
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	21	17	25	21
Certificate 6 to < 18 semester units	2	0	3	2
Certificate 18 to < 30 semester units	21	15	15	17
Grand Total	44	32	43	40

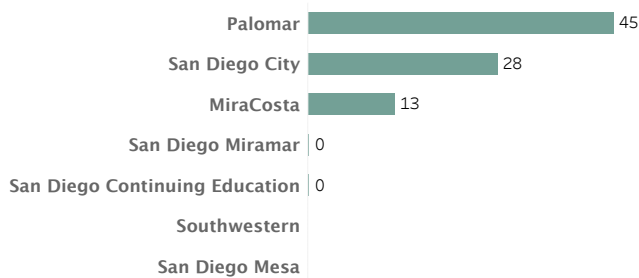
of Students Who Earned Associate Degrees (2016-17)



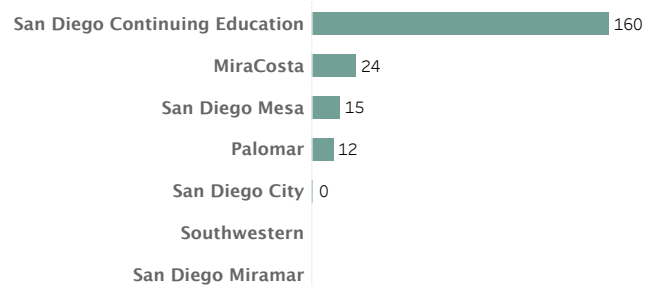
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

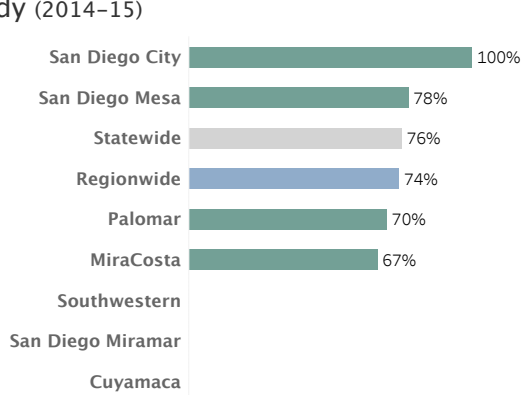
TOP6 Program Title: Accounting
College: San Diego Mesa

Academic Year
2014-15

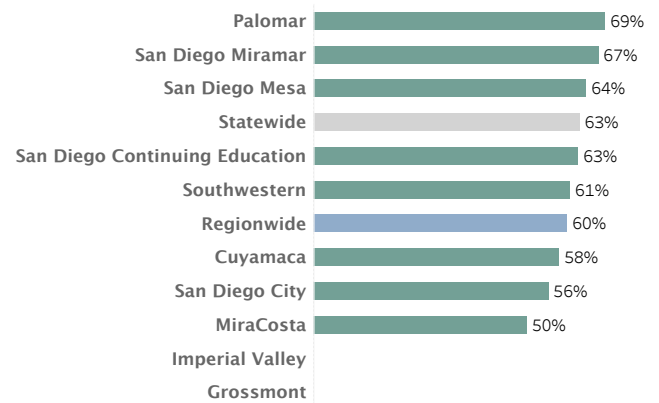
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	76%	74%	78%
% of Students Who Attained a Living Wage	2014-15	63%	60%	64%
% Median Change in Earnings	2014-15	42%	34%	37%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

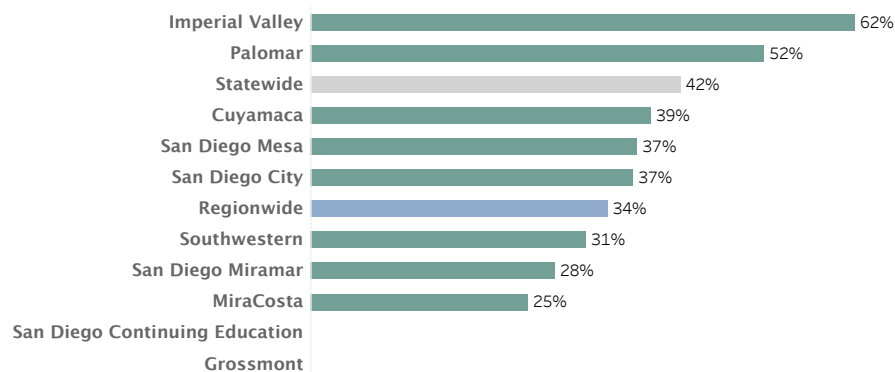
% of Students Who Obtained a Job Closely Related to Field of Study (2014-15)



% of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 050200
Top Code Description: Accounting
Degrees and Certificates offered: Associate Degree, Certificate of Achievement and Certificate of Performance

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(Recommendation: refer to Section I and II of the Program Fact Sheet)

The current demand for accountants in San Diego County is high at 2,844 jobs for a 5 year average. San Diego Mesa College has awarded an average of 40 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 506 degrees or certificates over the last 3 years. There is a supply gap of 2,298 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (Recommendation: refer to past advisory committee meeting minutes.)

- The Accounting Programs across the San Diego Community College District have met on a regular basis to update our curriculum to meet the needs of industry
- We have worked closely with our WBL full time faculty to develop and create opportunities for students within the major and field of accounting.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (Recommendation: refer to Section II of the Program Fact Sheet)

San Diego Mesa College has a duplicate headcount of 2,327 students for 72 course enrollments. The unique headcount is 1,918 students and the number of course sections is 4,778 statewide for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(Recommendation: refer to Section II of the Program Fact Sheet)

The supply gap is currently 544 jobs. The Accounting Program at Mesa is meeting 1.4% of the supply for the annual job openings in Accounting. With budget cuts throughout

our District and lower enrollment, we have had to reduce the number of classes offered within our program. We have room to grow to meet the demands of the industry.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The success rates for the program was 73% for 2015-2016, and the retention rate for 2015-2016 was 87%. Both are slightly above the rates for the state and region. The percentage of students who obtained a job closely related to their field of study was 78% (2014-2015). This exceeds statewide and regional percentages at 2% and 4%, respectively. The percentage of students who attained a living wage was 64% (2014-2015). This exceeds statewide and regional percentages at 1% and 4%, respectively.

Institution Name San Diego Mesa	TOP6 Program Title Business Administration	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administrative Services Managers <input checked="" type="checkbox"/> Cost Estimators <input checked="" type="checkbox"/> General and Operations Managers <input checked="" type="checkbox"/> Industrial Production Managers 		

TOP6 Code	TOP6 Program Title	Institution Name
050500	Business Administration	San Diego Mesa



Catalog

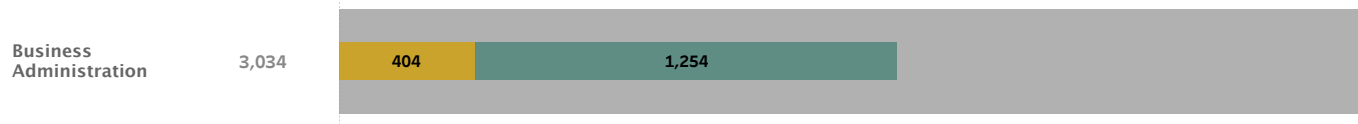
Control Number	Catalog Name	Goal	Award
05304	Business Administration	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Business Administration
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 1,376 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
General and Operations Managers	2,202
Administrative Services Managers	353
Cost Estimators	339
Industrial Production Managers	140
Grand Total	3,034

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	84
Grossmont	336
MiraCosta	115
Palomar	85
San Diego City	68
San Diego Mesa	326
San Diego Miramar	122
Southwestern	118
Ashford University	344
California College San Diego	50
California Miramar University	1
National University	7
United Education Institute–Chula Vista	2
Grand Total	1,658

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
General and Operations Managers	Bachelor's deg.	None	\$33.29	\$51.54
Administrative Services Managers	Bachelor's deg.	None	\$31.83	\$40.31
Cost Estimators	Bachelor's deg.	Moderate-term OJT	\$25.14	\$30.80
Industrial Production Managers	Bachelor's deg.	None	\$38.57	\$47.40

TOP6 Program Title: Business Administration
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	Grossmont	MiraCosta	Palomar	San Diego City	San Diego Mesa	San Diego Miramar	Southwestern	Ashford University	California College San Diego	California Miramar University	National University	United Education Institute-Chula Vista	Grand Total
Associate degree	23	81	14	3	18	20	35	9	344	50	1	7	2	607
Associate Degree for Transfer	53	146	101	82	49	282	64	109						886
Certificate 6 to < 18 semester units					1									1
Certificate 18 to < 30 semester units		1				1	3							5
Certificate 30 to < 60 semester units	8	108				23	20							159
Grand Total	84	336	115	85	68	326	122	118	344	50	1	7	2	1,658

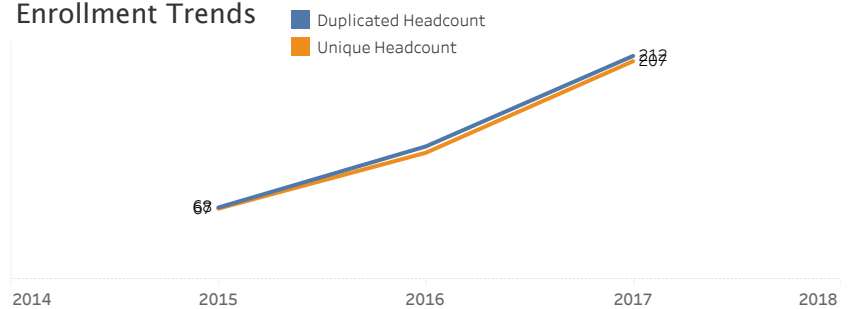
TOP6 Program Title: Business Administration
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

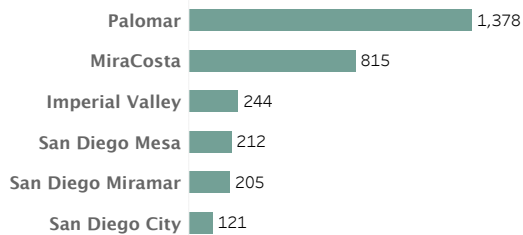
	Duplicated Headcount	Unique Headcount	Course Sections
2014-15	68	67	2
2015-16	126	120	5
2016-17	212	207	6

Enrollment Trends

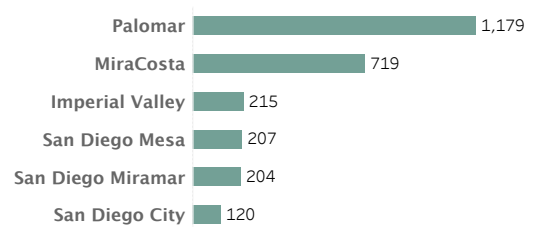


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

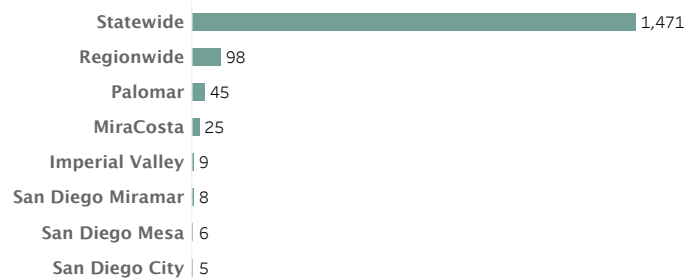
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business Administration
College: San Diego Mesa

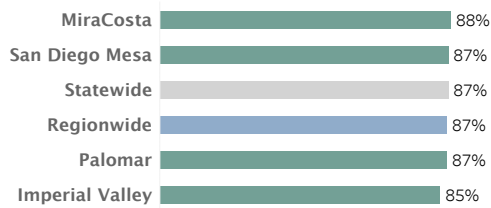
Academic Year
2015-16

Metric

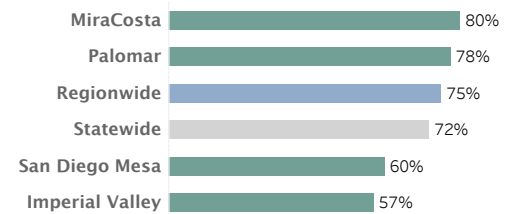
	2014-15	2015-16	2016-17
Course Retention Rate	81%	87%	80%
Course Success Rate	53%	60%	55%
Term-to-Term Retention Rate	63%	71%	71%
Persistence Rate	45%	41%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

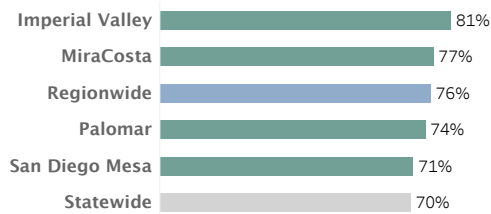
Course Retention Rate (2015-16)



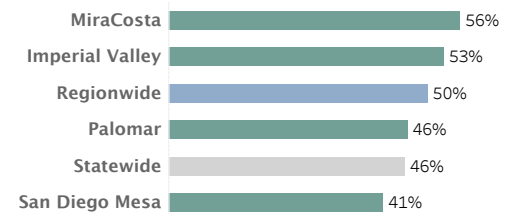
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



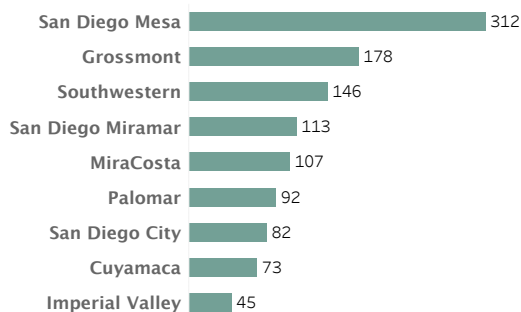
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business Administration
College: San Diego Mesa

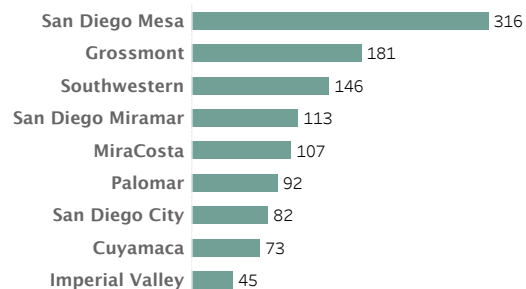
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	19	22	18	20
Certificate 30 to < 60 semester units	22	27	19	23
Associate Degree for Transfer	318	235	294	282
Certificate 18 to < 30 semester units	0	0	1	0
Grand Total	359	284	332	325

of Students Who Earned Associate Degrees (2016-17)



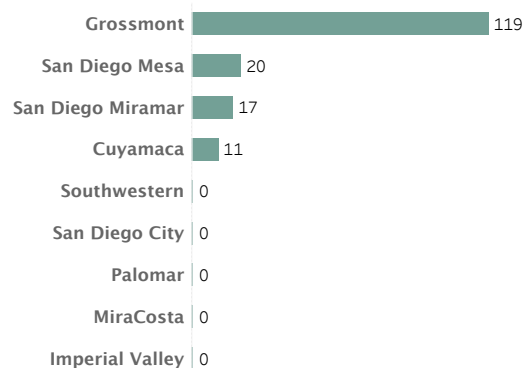
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

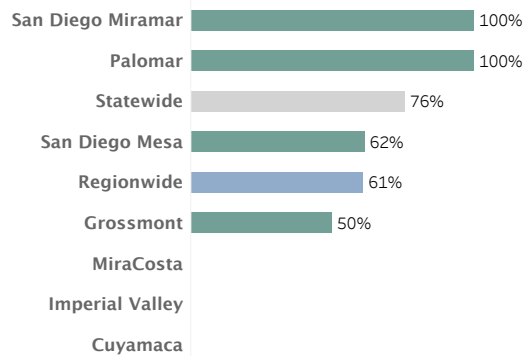
TOP6 Program Title: Business Administration
College: San Diego Mesa

Academic Year
2014-15

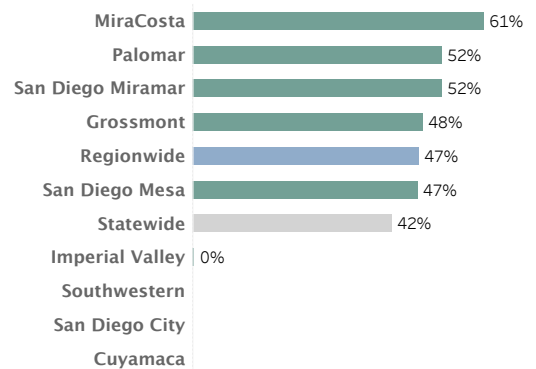
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	76%	61%	62%
% of Students Who Attained a Living Wage	2014-15	42%	47%	47%
% Median Change in Earnings	2014-15	42%	35%	47%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

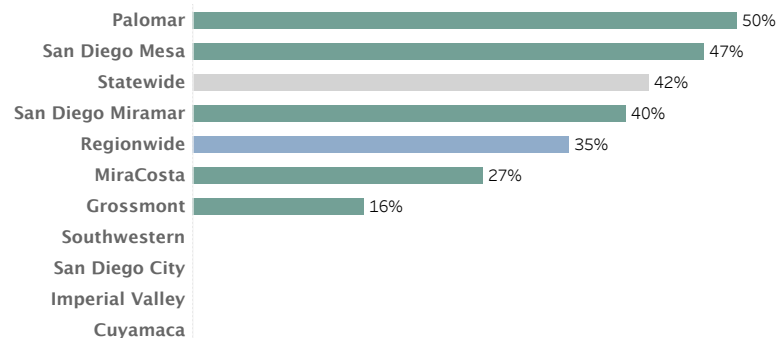
% of Students Who Obtained a Job Closely Related to Field of Study (2014-15)



% of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:050500
Top Code Description: Business Administration
Degrees and Certificates offered: ADT, AS, Certificate in Business Administration

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

General and Administrative Managers, Production Managers, Cost Estimators: 3,034 annual job openings, with a supply gap of 1376 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

Emphasis on entrepreneurship and the gig economy.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College prepares students for real-world business opportunities in administrative and management positions, with an emphasis on sectors that are in high demand in San Diego. With an average of 326 degrees awarded annually, we are one of the leading colleges for business and management preparation.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Currently there is a supply gap of 1376 jobs in our area.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

Over a five-year period, course success rates for all Business Administration students have remained fairly constant, rising from a low 68% in 2014-2016 to a high of 73% in 2018-19. Two other groups that have success rates lower than the college average (African American, Latinx) follow the same trend.

For the African-American student population, the low of 53% was in 2015-16, and 2018-19 showed a high of 60%. A similar pattern can be seen for the Latinx population, with a low of 63% in 2014-2016 and rising to a high of 69% in 2018-19. These trends track closely to the rate of course success for White students: a low of 68% in 2014-2016, rising to a high of 73% in 2018-19.

This data shows that the trend of a slight gain in student success is following a similar pattern for all race/ethnic groups. In fact, Latinx students have a slightly stronger rate of growth in course success compared to all combined groups in Business Administration (growing from 63% to 69%) compared to all students (growing from 68% to 73%). Also, African-American students showed a slightly stronger gain over time in course success, growing from 53% to 60%, compared to all students (growing from 68% to 73%). This trend shows the strongest rate of growth in course success belongs to African-Americans.

This means that while equity gaps still exist, the rate of change in groups that have been traditionally disadvantaged is improving.

Institution Name San Diego Mesa	TOP6 Program Title Business Management	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administrative Services Managers <input checked="" type="checkbox"/> Cost Estimators <input checked="" type="checkbox"/> General and Operations Managers <input checked="" type="checkbox"/> Industrial Production Managers 		

TOP6 Code	TOP6 Program Title	Institution Name
050600	Business Management	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22297	Business Management	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Business Management
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 2,414 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
General and Operations Managers	2,202
Administrative Services Managers	353
Cost Estimators	339
Industrial Production Managers	140
Grand Total	3,034

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	4
Grossmont	17
MiraCosta	21
Palomar	14
San Diego City	68
San Diego Continuing Education	470
San Diego Mesa	6
San Diego Miramar	5
Southwestern	15
Grand Total	620

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
General and Operations Managers	Bachelor's deg.	None	\$33.29	\$51.54
Administrative Services Managers	Bachelor's deg.	None	\$31.83	\$40.31
Cost Estimators	Bachelor's deg.	Moderate-term OJT	\$25.14	\$30.80
Industrial Production Managers	Bachelor's deg.	None	\$38.57	\$47.40

TOP6 Program Title: Business Management
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	Grossmont	MiraCosta	Palomar	San Diego City	San Diego Continuing Education	San Diego Mesa	San Diego Miramar	Southwestern	Grand Total
Associate Degree	3	8	7	6			3	3	7	37
Certificate 6 to < 18 semester units			1		68				4	73
Certificate 18 to < 30 semester units		8	13	8					3	32
Certificate 30 to < 60 semester units	1	1					3	2	1	8
Noncredit award 48 to < 96 hours						276				276
Noncredit award 96 to < 144 hours						194				194
Grand Total	4	17	21	14	68	470	6	5	15	620

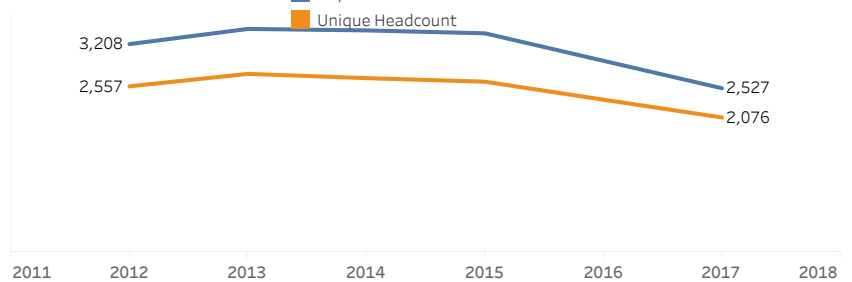
TOP6 Program Title: Business Management
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

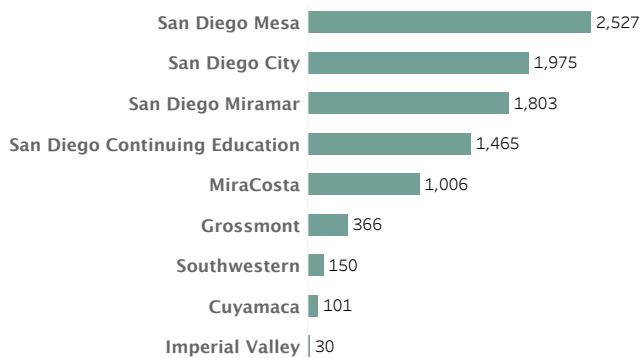
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	3,208	2,557	97
2012-13	3,442	2,749	98
2013-14	3,419	2,683	100
2014-15	3,374	2,628	105
2015-16	2,950	2,351	92
2016-17	2,527	2,076	86

Enrollment Trends

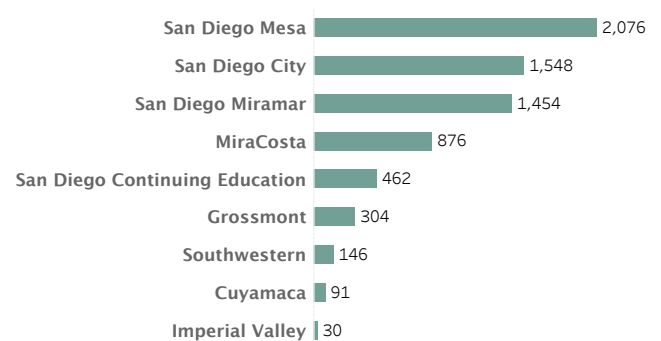


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

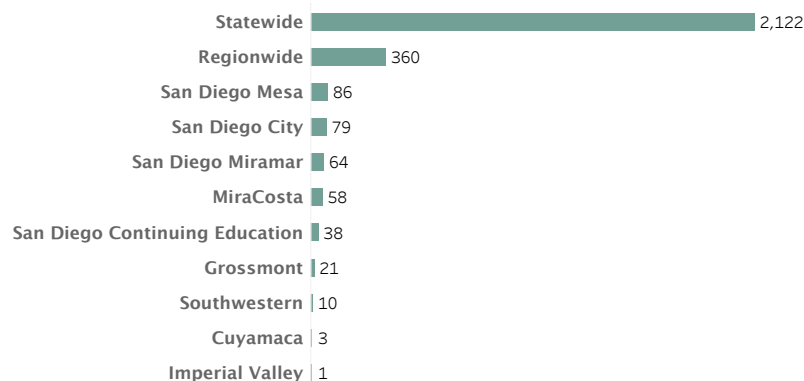
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business Management
College: San Diego Mesa

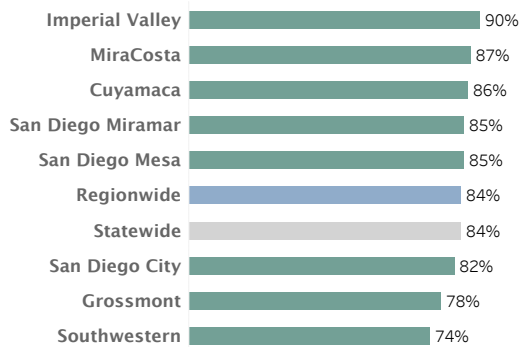
Academic Year
2015-16

Metric

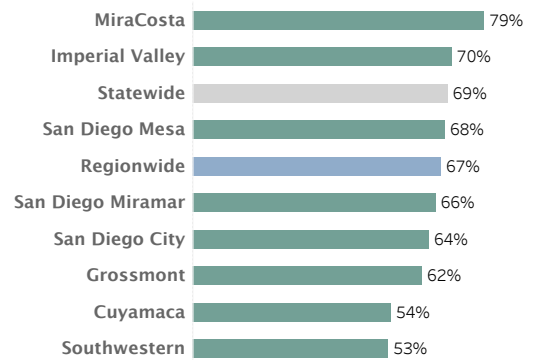
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	86%	84%	85%	87%
Course Success Rate	70%	68%	68%	73%
Term-to-Term Retention Rate	64%	66%	67%	72%
Persistence Rate	41%	39%	42%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

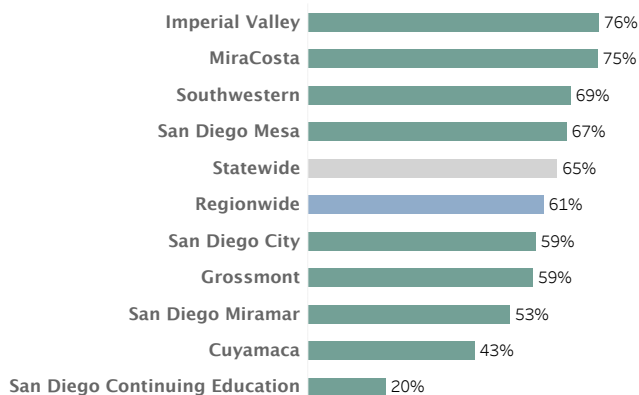
Course Retention Rate (2015-16)



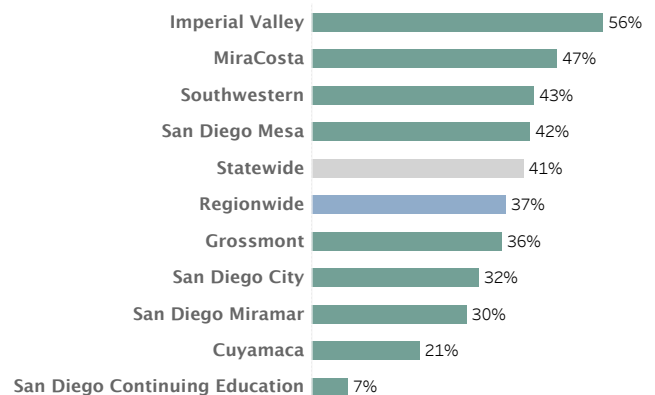
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



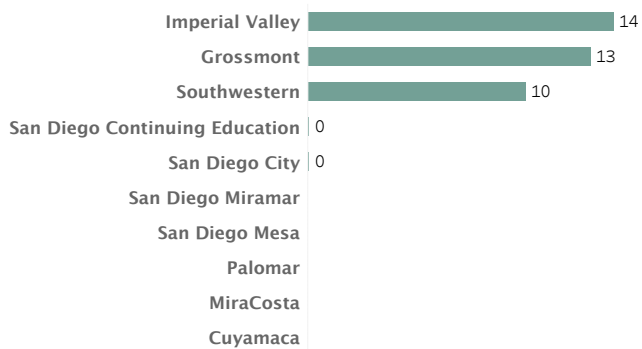
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business Management
College: San Diego Mesa

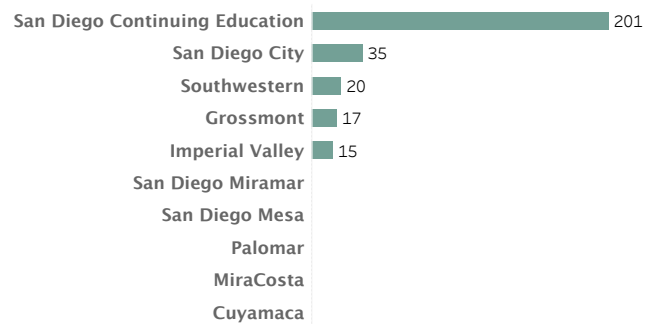
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	5	1	4	3
Certificate 30 to < 60 semester units	4	2	4	3
Grand Total	9	3	8	6

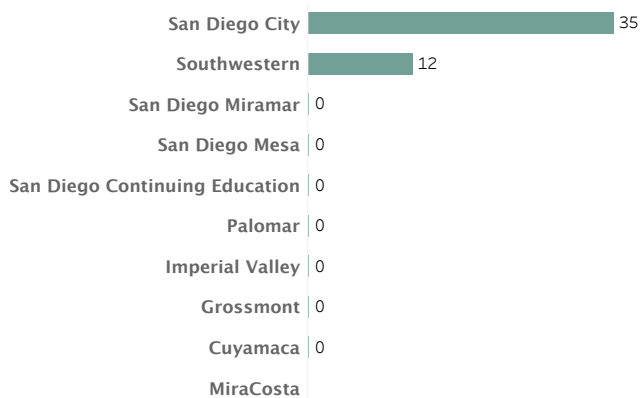
of Students Who Earned Associate Degrees (2016-17)



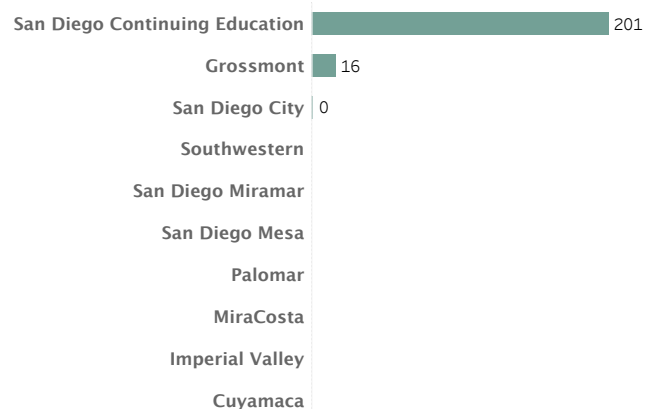
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

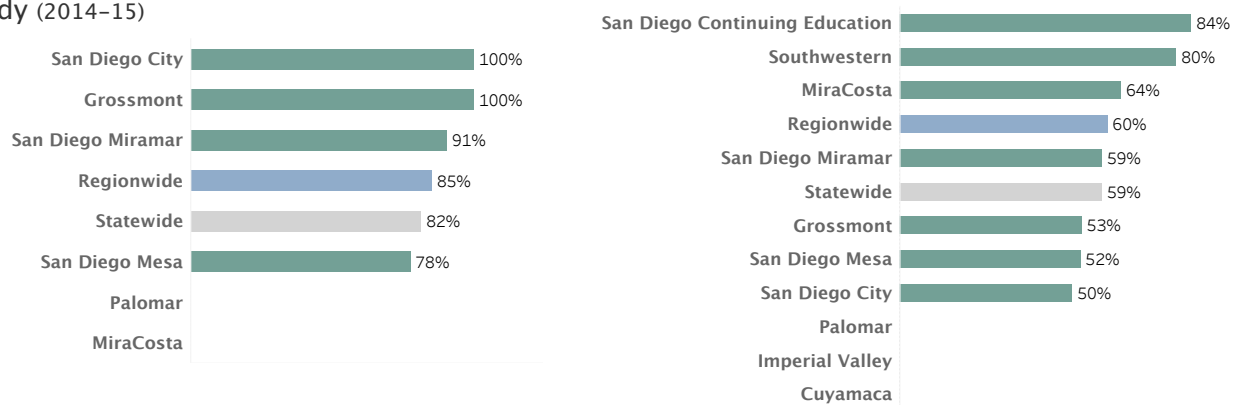
TOP6 Program Title: Business Management
College: San Diego Mesa

Academic Year
2014-15

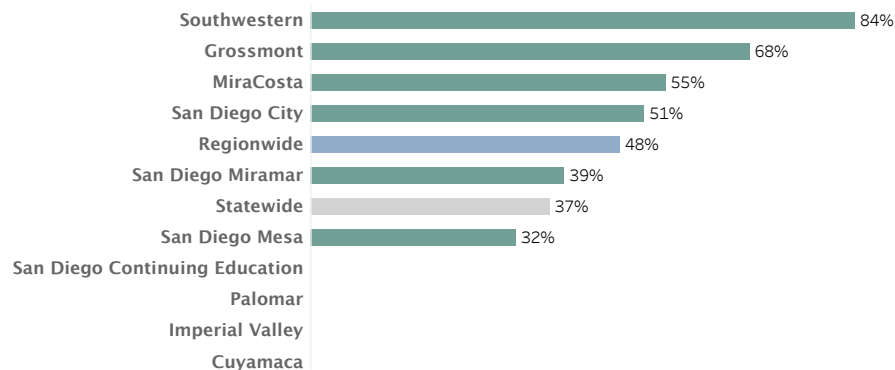
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	82%	85%	78%
% of Students Who Attained a Living Wage	2014-15	59%	60%	52%
% Median Change in Earnings	2014-15	37%	48%	32%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Institution Name San Diego Mesa	TOP6 Program Title Business and Commerce, General	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administrative Services Managers <input checked="" type="checkbox"/> Construction Managers <input checked="" type="checkbox"/> Cost Estimators <input checked="" type="checkbox"/> General and Operations Managers <input checked="" type="checkbox"/> Industrial Production Managers <input checked="" type="checkbox"/> Social and Community Service Managers 		

TOP6 Code	TOP6 Program Title	Institution Name
050100	Business and Commerce, General	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
18254	Liberal Arts & Sciences - Business Studies	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.A. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Business and Commerce, General
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Business and
Commerce, General 3,780

341

For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 3,438 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
General and Operations Managers	2,202
Construction Managers	458
Administrative Services Managers	353
Cost Estimators	339
Social and Community Service Managers	288
Industrial Production Managers	140
Grand Total	3,780

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	3
Grossmont	13
MiraCosta	2
Palomar	65
San Diego Continuing Education	220
San Diego Mesa	38
Argosy University–San Diego	1
Grand Total	342

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
General and Operations Managers	Bachelor's deg.	None	\$33.29	\$51.54
Construction Managers	Bachelor's deg.	Moderate-term OJT	\$16.98	\$36.52
Administrative Services Managers	Bachelor's deg.	None	\$31.83	\$40.31
Cost Estimators	Bachelor's deg.	Moderate-term OJT	\$25.14	\$30.80
Social and Community Service Managers	Bachelor's deg.	None	\$23.84	\$28.70
Industrial Production Managers	Bachelor's deg.	None	\$38.57	\$47.40

TOP6 Program Title: Business and Commerce, General
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	Grossmont	MiraCosta	Palomar	San Diego Continuing Education	San Diego Mesa	Argosy University-San Diego	Grand Total
Associate degree	2	6		65		38	1	112
Certificate 6 to < 18 semester units			2					2
Certificate 18 to < 30 semester units	1	6						7
Certificate 30 to < 60 semester units		1						1
Noncredit award 48 to < 96 hours					220			220
Grand Total	3	13	2	65	220	38	1	342

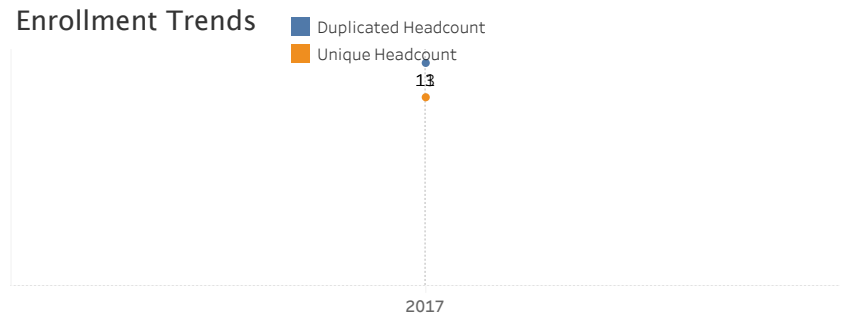
TOP6 Program Title: Business and Commerce, General
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

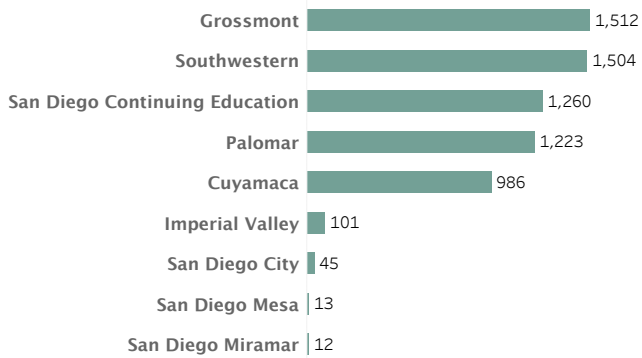
	Duplicated Headcount	Unique Headcount	Course Sections
2016-17	13	11	6

Enrollment Trends

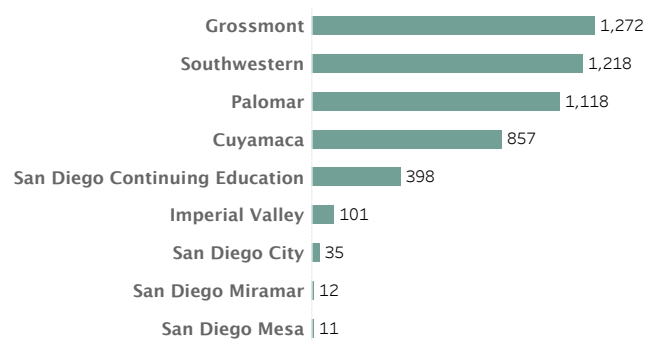


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

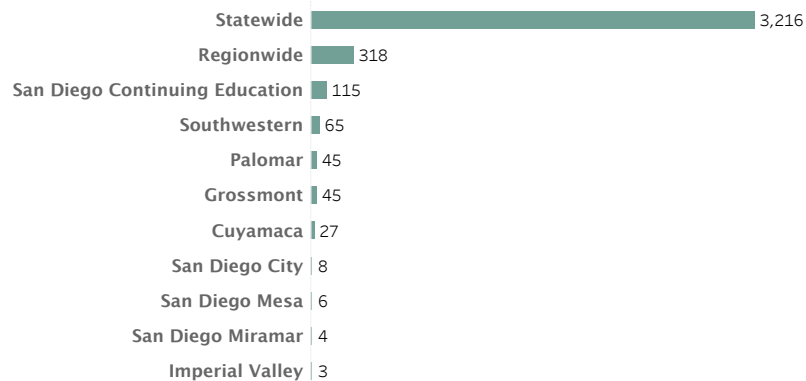
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business and Commerce, General
College: San Diego Mesa

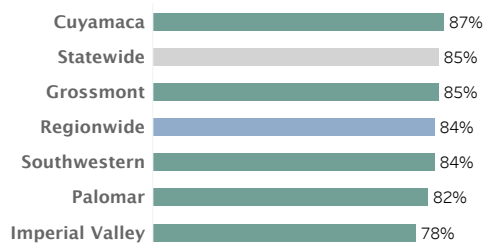
Academic Year
2015-16

Metric

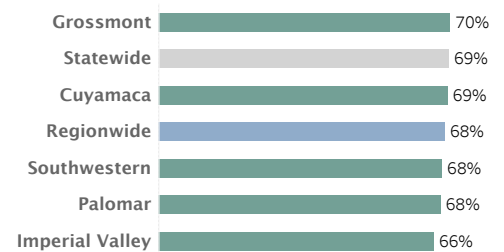
	2016-17
Course Retention Rate	92%
Course Success Rate	85%
Term-to-Term Retention Rate	
Persistence Rate	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

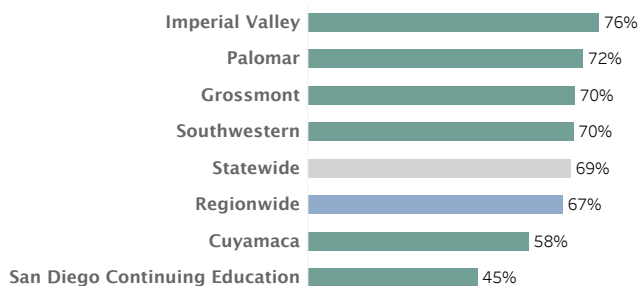
Course Retention Rate (2015-16)



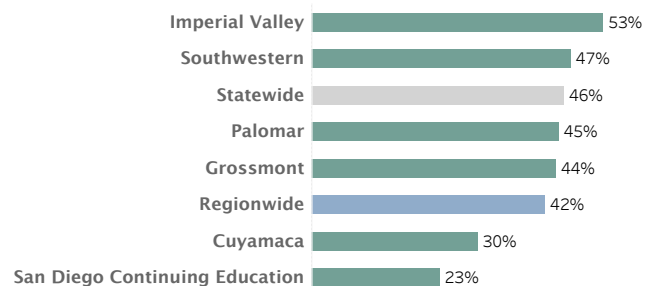
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



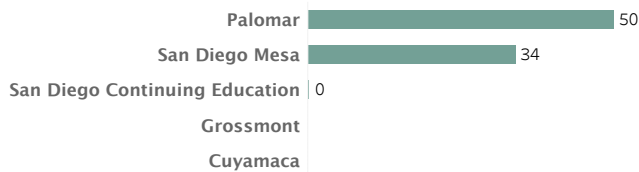
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Business and Commerce, General
College: San Diego Mesa

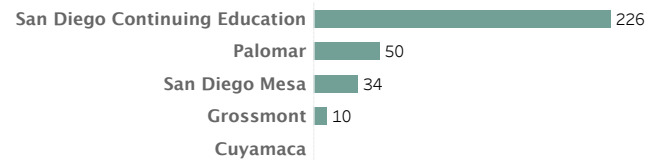
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	45	34	34	38
Grand Total	45	34	34	38

of Students Who Earned Associate Degrees (2016-17)



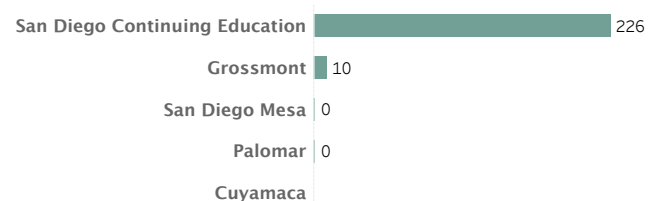
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

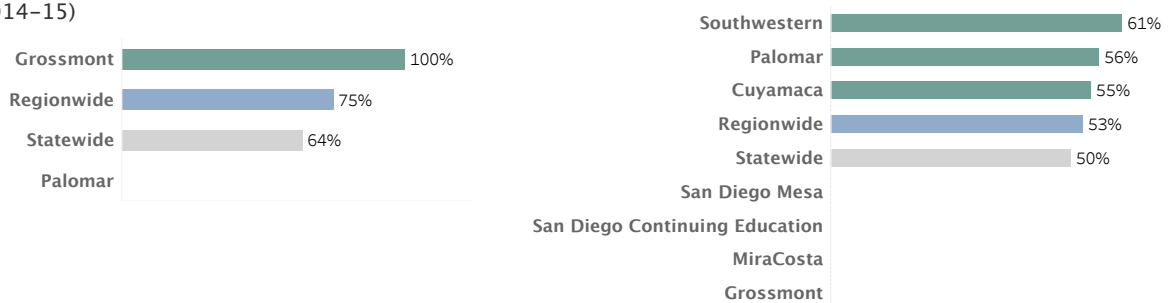
TOP6 Program Title: Business and Commerce, General
College: San Diego Mesa

Academic Year
2014-15

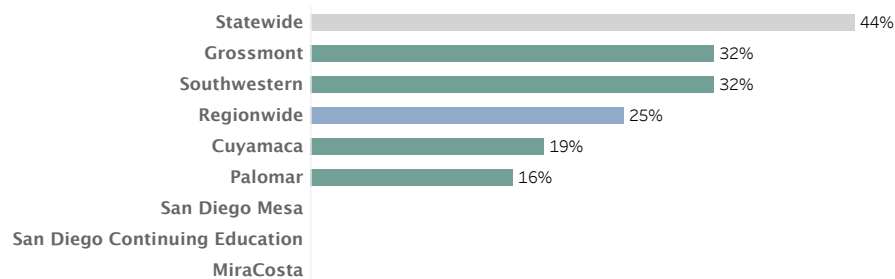
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	64%	75%	
% of Students Who Attained a Living Wage	2014-15	50%	53%	
% Median Change in Earnings	2014-15	44%	25%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:050500, 050100, 050600
Top Code Description: Business
Degrees and Certificates offered: ADT, AS, CA in Business Administration, Management

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

General and Administrative Managers, Production Managers, Cost Estimators: 3,034 annual job openings, with a supply gap of 1376 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

Emphasis on entrepreneurship and the gig economy.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College prepares students for real-world business opportunities in administrative and management positions, with an emphasis on sectors that are in high demand in San Diego. With an average of 326 degrees awarded annually, we are one of the leading colleges for business and management preparation.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Currently there is a supply gap of 1376 jobs in our area.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

Over a five-year period, course success rates for all Business Administration students have remained fairly constant, rising from a low 68% in 2014-2016 to a high of 73% in 2018-19. Two other groups that have success rates lower than the college average (African American, Latinx) follow the same trend.

For the African-American student population, the low of 53% was in 2015-16, and 2018-19 showed a high of 60%. A similar pattern can be seen for the Latinx population, with a low of 63% in 2014-2016 and rising to a high of 69% in 2018-19. These trends track closely to the rate of course success for White students: a low of 68% in 2014-2016, rising to a high of 73% in 2018-19.

This data shows that the trend of a slight gain in student success is following a similar pattern for all race/ethnic groups. In fact, Latinx students have a slightly stronger rate of growth in course success compared to all combined groups in Business Administration (growing from 63% to 69%) compared to all students (growing from 68% to 73%). Also, African-American students showed a slightly stronger gain over time in course success, growing from 53% to 60%, compared to all students (growing from 68% to 73%). This trend shows the strongest rate of growth in course success belongs to African-Americans.

This means that while equity gaps still exist, the rate of change in groups that have been traditionally disadvantaged is improving.

Institution Name San Diego Mesa	TOP6 Program Title Marketing and Distribution	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Advertising and Promotions Managers <input checked="" type="checkbox"/> Market Research Analysts and Marketing Specialists <input checked="" type="checkbox"/> Marketing Managers <input checked="" type="checkbox"/> Sales Managers <input checked="" type="checkbox"/> Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products 		

TOP6 Code	TOP6 Program Title	Institution Name
050900	Marketing and Distribution	San Diego Mesa



Catalog

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Marketing and Distribution

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 2,815 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Market Research Analysts and Marketing Specialists	1,001
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	978
Sales Managers	552
Marketing Managers	275
Advertising and Promotions Managers	27
Grand Total	2,833

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Grossmont	8
MiraCosta	5
San Diego Mesa	3
Southwestern	1
National University	1
Grand Total	18

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Market Research Analysts and Marketing Specialists	Bachelor's deg.	None	\$21.69	\$29.76
Sales Representatives, Wholesale and Manufacturing, Except Technical and Sc..	HS diploma/equiv.	Moderate-term OJT	\$18.10	\$24.84
Sales Managers	Bachelor's deg.	None	\$31.67	\$48.78
Marketing Managers	Bachelor's deg.	None	\$39.71	\$61.58
Advertising and Promotions Managers	Bachelor's deg.	None	\$32.68	\$42.37

TOP6 Program Title: Marketing and Distribution
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Grossmont	MiraCosta	San Diego Mesa	Southwestern	National University	Grand Total
Associate Degree	4	2	1	1		8
Award < 1 academic yr					1	1
Certificate 18 to < 30 semester units	3	3				6
Certificate 30 to < 60 semester units	1		2			3
Grand Total	8	5	3	1	1	18

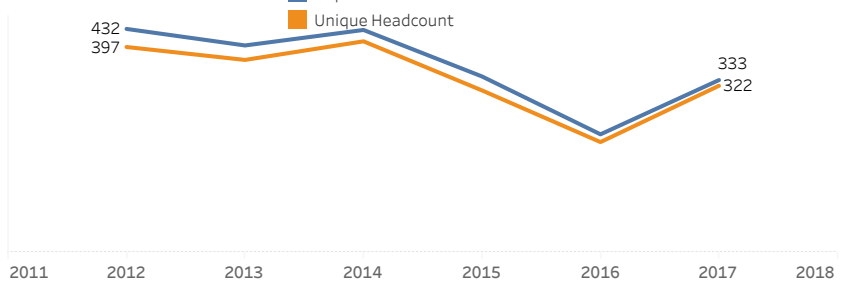
TOP6 Program Title: Marketing and Distribution
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

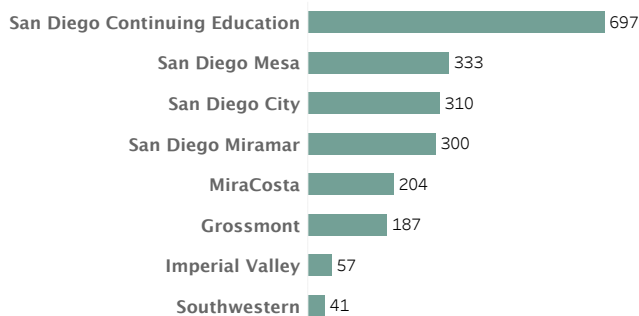
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	432	397	11
2012-13	400	372	10
2013-14	430	408	12
2014-15	340	313	11
2015-16	228	213	7
2016-17	333	322	11

Enrollment Trends

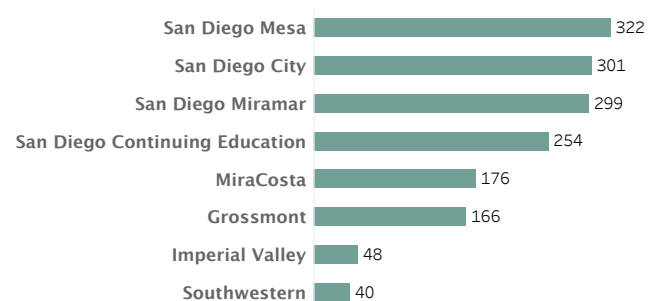


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

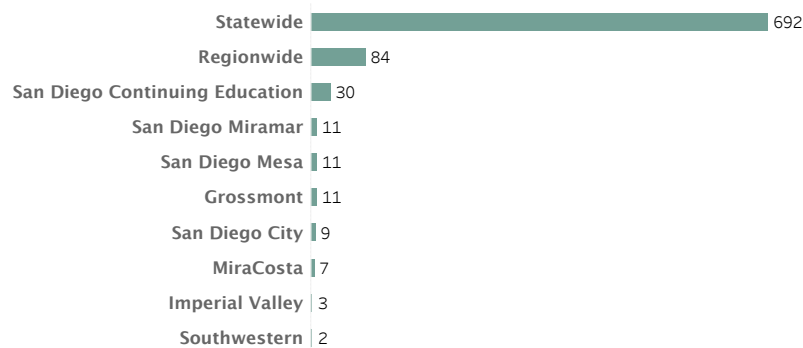
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Marketing and Distribution
College: San Diego Mesa

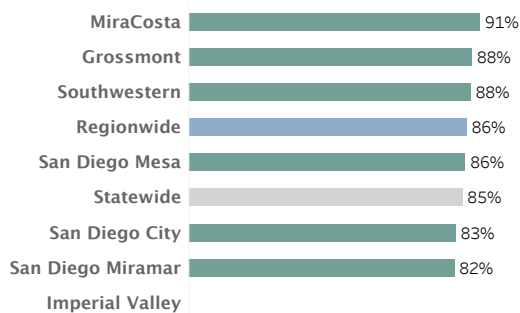
Academic Year
2015-16

Metric

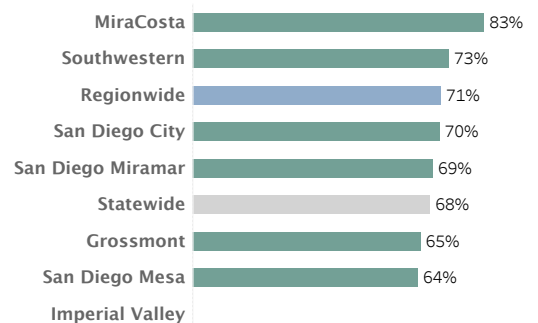
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	89%	83%	86%	88%
Course Success Rate	64%	63%	64%	71%
Term-to-Term Retention Rate	71%	66%	65%	62%
Persistence Rate	43%	43%	35%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

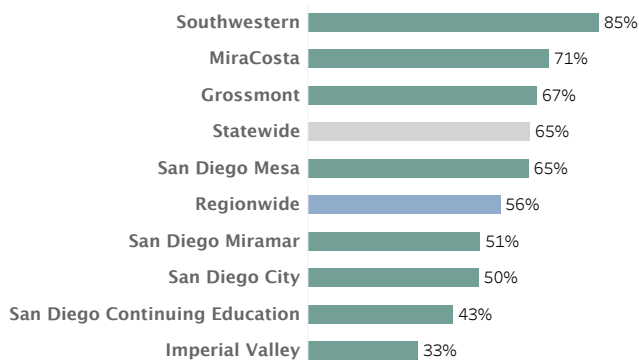
Course Retention Rate (2015-16)



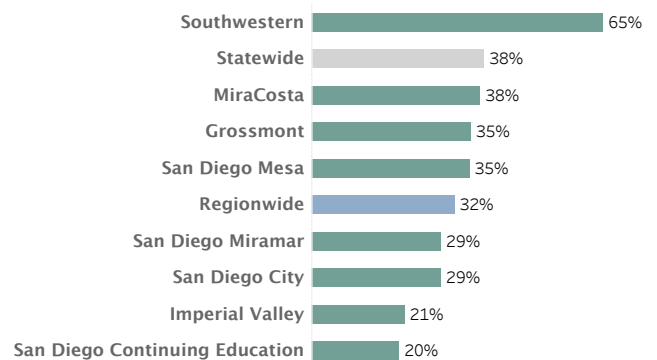
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Marketing and Distribution
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	0	3	1	1
Certificate 30 to < 60 semester units	2	4	1	2
Grand Total	2	7	2	3

of Students Who Earned Associate Degrees
(2016-17)

Southwestern
San Diego Mesa
Grossmont

of Students Who Earned a Degree or Certificate
(2016-17)

Southwestern
San Diego Mesa
Grossmont

of Students Who Earned a Locally-Issued
Certificate (2016-17)

Southwestern
San Diego Mesa
Grossmont

0
0
0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

Southwestern
San Diego Mesa
Grossmont

0

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

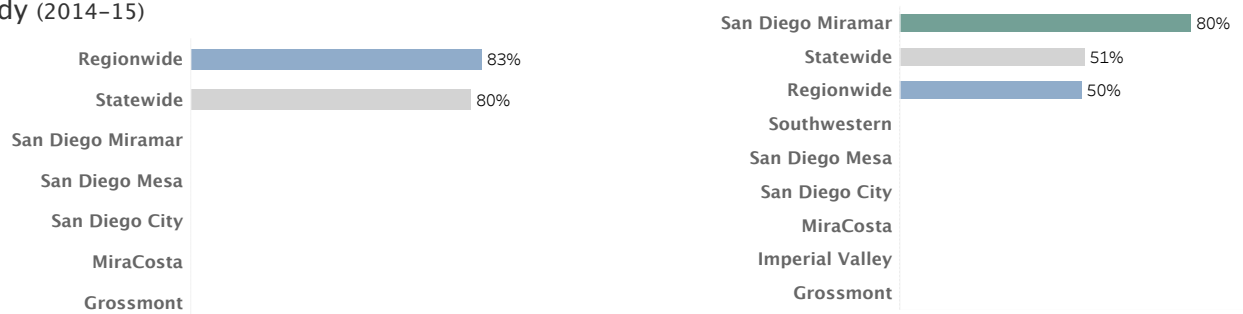
TOP6 Program Title: Marketing and Distribution
College: San Diego Mesa

Academic Year
2014-15

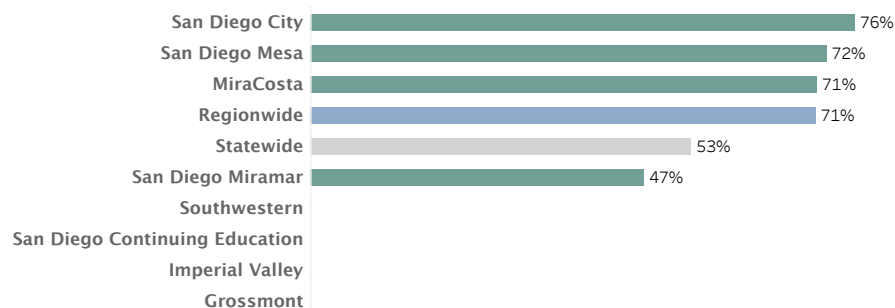
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	80%	83%	
% of Students Who Attained a Living Wage	2014-15	51%	50%	
% Median Change in Earnings	2014-15	53%	71%	72%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 050900
Top Code Description: Marketing and Distribution
Degrees and Certificates offered: Associate of Science & Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Regional demand for workers in marketing fields can be observed in average annual regional job openings data for the past five years. These data indicate that an average of 2,833 jobs per year became available in the following occupational areas: 1. market research analysts and marketing specialists (1,001 jobs); 2. nontechnical/scientific wholesale and retail sales representatives (978 jobs); 3. sales managers (552 jobs); 4. marketing managers (275 jobs); and 5. advertising and promotions managers (27 jobs).

Regional community colleges have awarded an average of 17 Marketing degrees/certificates per year over the past three years, whereas non-community colleges have awarded 1. Together, the regional job openings and marketing awards data point to a supply gap of 2,815 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

Marketing faculty consult with School of Business advisory committee industry partners via periodic committee meetings and surveys to gain insight into industry trends and the knowledge and skills that these employers require entry-level employees to possess. In alignment with advisory committee recommendations, and in response to changing industry needs, over the past two years the Marketing Program has undertaken:

- Conceptualization and development of Marketing Program guided pathways and strong workforce strategies;
- Integration of work-based learning opportunities into Marketing Program courses;
- Professional development related to strong workforce for Marketing Program contract and adjunct faculty

In addition, advisory committee business partners' advice has informed the design of new marketing curriculum, as exemplified by the new Retail Management Certificate.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training

opportunity in the region. *(Recommendation: refer to Section II of the Program Fact Sheet)*

Given that only five regional institutions awarded only 18 marketing degrees/certificates per year over the past three years, resulting in a supply gap of 2,815 marketing-related jobs per year during that period, it is clear that unnecessary duplication among the marketing programs of regional colleges/universities is not a problem. The problem is undersupply of marketing graduates, not oversupply.

To help narrow the supply gap, the Mesa College Marketing Program provides flexible award options that include both an associate in science degree and a certificate of achievement. By offering both types of awards, the Marketing Program is able to cast a wide net, potentially attracting both students seeking the Marketing Associate in Science degree for transfer and eventual employment in marketing, and students seeking the Marketing Certificate of Achievement for immediate employment in the field.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

As stated in the response to Question #1 above, regional job openings data and marketing awards data point to an annual supply gap of 2,815 jobs. To address this gap, the Marketing Program has been pursuing the activities described in Question #2, which align with the recommendations of the School of Business Industry Advisory Committee. Marketing Program faculty continue to work with the advisory committee to discover new approaches to addressing the supply gap.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

A detailed breakdown of Marketing Program course success rate data by semester over the past five years reveals the following:

- African American students enrolled in MARK Program courses for only the Spring 2015 and Spring 2019 semesters over the past five years. While the equity gap for the African American category fell from -24 percentage points in Spring 2015 to -14 percentage points in Spring 2019, there clearly remains room for improvement.
- The Latinx group shows consistent enrollment in MARK Program courses for every semester for the past five years. The equity gap for this group ranges from -1 and -7 percentage points for the six semesters in which a gap occurs. The gap disappears entirely for four semesters, and there is no detectable semester-to-semester pattern in the appearance of an equity gap for this group.

Three promising means of addressing equity issues and supporting student success that are currently being applied by Marketing faculty include: 1. Monitoring of individual

student performance in Marketing courses, as indicated by coursework completion patterns and scores on completed assignments; 2. Conducting email or face-to-face outreach to individual students whose coursework completion patterns and or grades suggest the existence of impediments to academic success, with the objective of ascertaining what may be causing them to miss assignments or score poorly on them; 3. Responding to information provided by students about such impediments by connecting them with appropriate campus resources and modifying course design, as appropriate, to eliminate obstacles created by course policies or assignment scheduling.

Institution Name San Diego Mesa	TOP6 Program Title Real Estate	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Appraisers and Assessors of Real Estate <input checked="" type="checkbox"/> Property, Real Estate, and Community Association Managers <input checked="" type="checkbox"/> Real Estate Brokers <input checked="" type="checkbox"/> Real Estate Sales Agents 		

TOP6 Code	TOP6 Program Title	Institution Name	
051100	Real Estate	San Diego Mesa	



Catalog

Control Number	Catalog Name	Goal	Award
05309	Real Estate	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Real Estate

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 1,040 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Real Estate Sales Agents	505
Property, Real Estate, and Community Association Managers	339
Real Estate Brokers	214
Appraisers and Assessors of Real Estate	42
Grand Total	1,100

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	7
MiraCosta	18
Palomar	15
San Diego City	7
San Diego Mesa	8
Southwestern	5
Grand Total	60

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Real Estate Sales Agents	HS diploma/equiv.	Moderate-term OJT	\$18.41	\$19.84
Property, Real Estate, and Community Association Managers	HS diploma/equiv.	None	\$21.07	\$25.22
Real Estate Brokers	HS diploma/equiv.	None	\$23.90	\$26.00
Appraisers and Assessors of Real Estate	Bachelor's deg.	Long-term OJT	\$21.79	\$24.56

TOP6 Program Title: Real Estate
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	MiraCosta	Palomar	San Diego City	San Diego Mesa	Southwestern	Grand Total
Associate Degree	4	2	2	1	7	1	17
Certificate 6 to < 18 semester units		12	11	5		2	30
Certificate 18 to < 30 semester units	3	3	2	1	1	1	11
Certificate 30 to < 60 semester units		1				1	2
Grand Total	7	18	15	7	8	5	60

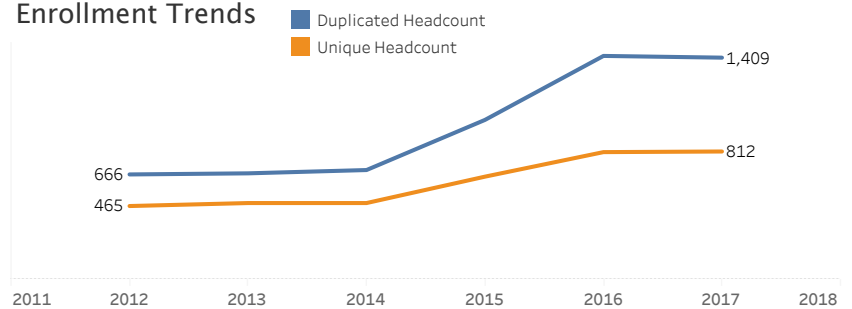
TOP6 Program Title: Real Estate
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

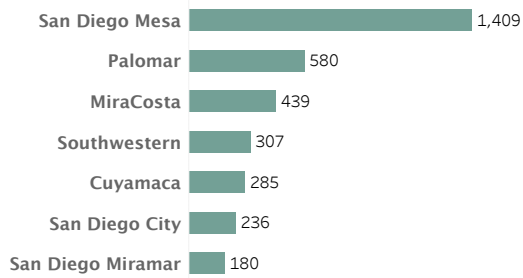
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	666	465	21
2012-13	673	484	19
2013-14	694	484	20
2014-15	1,013	652	28
2015-16	1,420	808	42
2016-17	1,409	812	44

Enrollment Trends

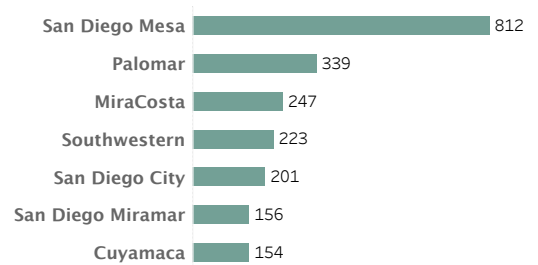


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

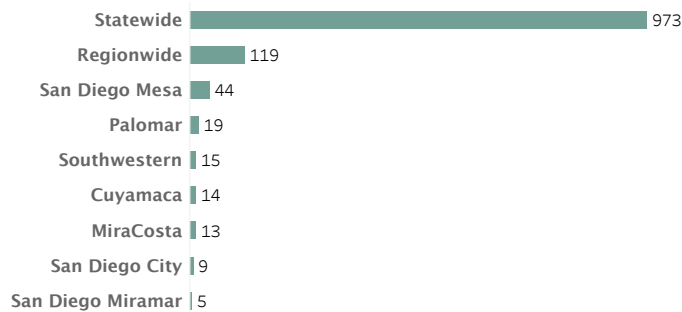
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Real Estate
College: San Diego Mesa

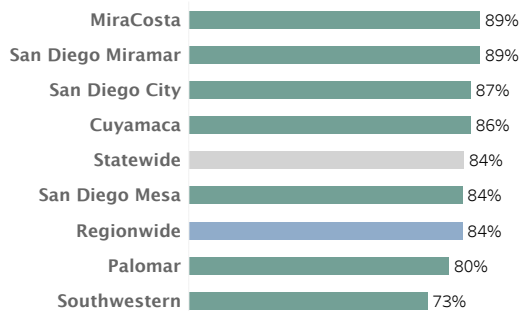
Academic Year
2015-16

Metric

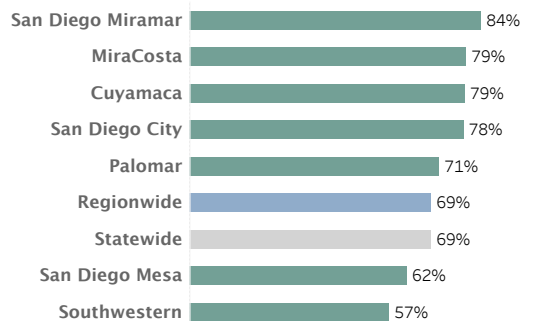
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	83%	85%	84%	83%
Course Success Rate	56%	66%	62%	61%
Term-to-Term Retention Rate	43%	45%	44%	46%
Persistence Rate	17%	14%	15%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

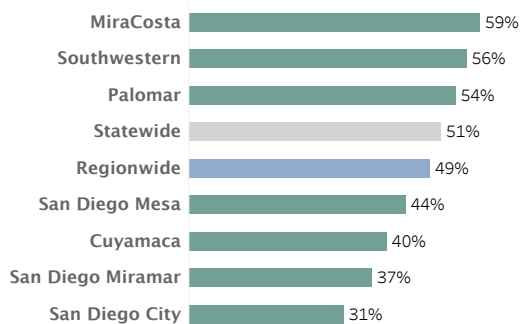
Course Retention Rate (2015-16)



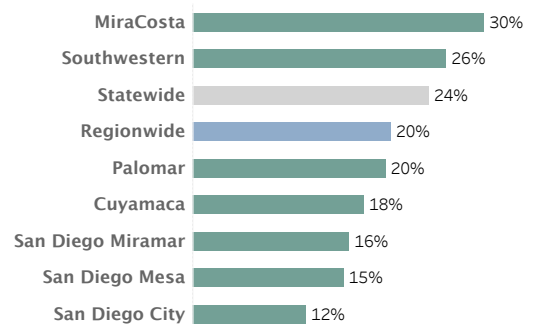
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



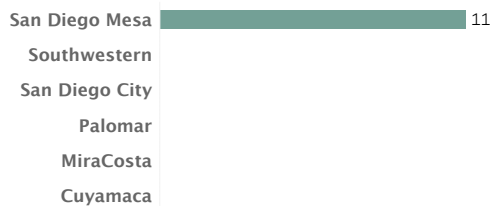
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Real Estate
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	3	7	11	7
Certificate 18 to < 30 semester units	0	1	0	0
Grand Total	3	8	11	7

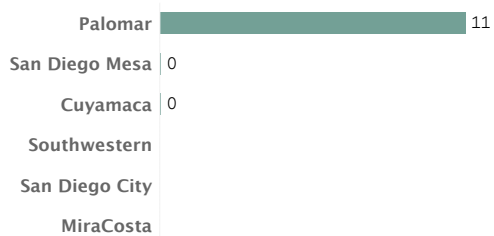
of Students Who Earned Associate Degrees (2016-17)



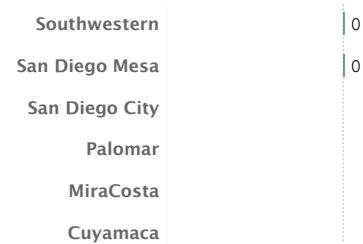
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

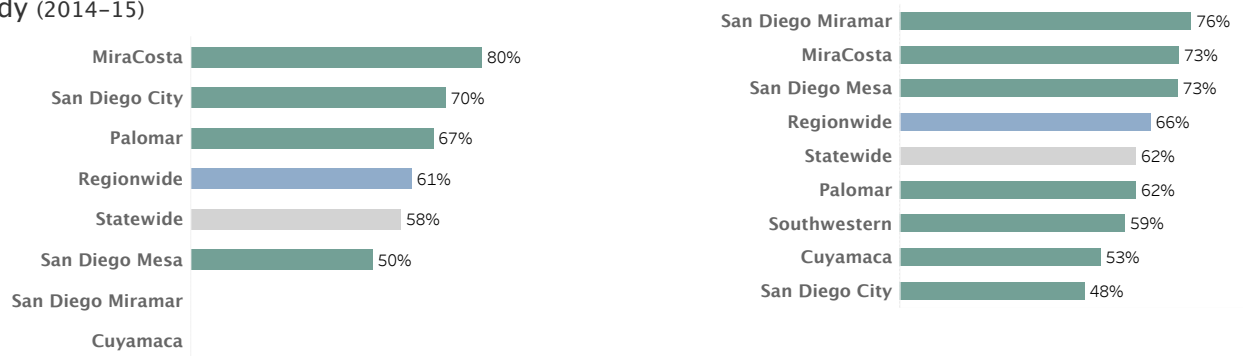
TOP6 Program Title: Real Estate
College: San Diego Mesa

Academic Year
2014-15

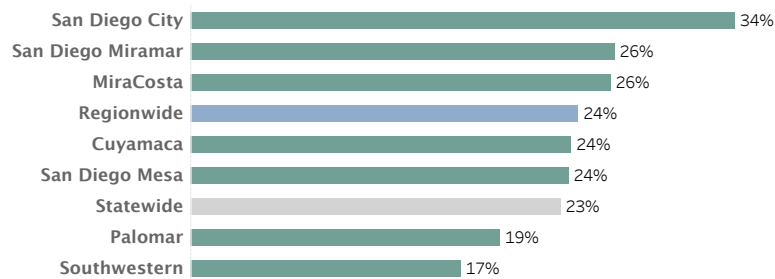
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	58%	61%	50%
% of Students Who Attained a Living Wage	2014-15	62%	66%	73%
% Median Change in Earnings	2014-15	23%	24%	24%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 051100
Top Code Description: Real Estate
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the Center of Excellence for Labor Market Research's Real Estate Program Fact Sheet in 2018, there were 1,100 job openings in the real estate industry in the County of San Diego (46% for real estate agents, 31% for property, real estate and community association managers, 19% for real estate brokers and the rest for real estate appraisers and assessors). However, only 60 Associate Degrees and Certificates were awarded in a 3-year average from the local community colleges in the region. San Diego Mesa College awarded on average seven Associate Degrees and one Certificate in Real Estate. The data shows that community colleges in the region have only been able to formally train 5.45% of what is needed in the region in the field of Real Estate

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Real Estate industry tends to be cyclical and tied to the country's economic performance and interest policies. After the most recent recession period we experienced from 2008 to about 2013, things did not start to pick up until 2014 and 2015, according to Zillow.com, and that's when San Diego Mesa College experienced a spike in enrollment. This led to many discussions among faculty to improve and update the program and build a better program in the region. The consensus was that the use of research-based projects in the classroom is beneficial to online students because it gives them the opportunity to go beyond the readings and book assignments and learn more about the real estate industry which is critical to their success in the market.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College's real estate program offers the flexibility for students to complete all the classes, on campus and online, required by the California Real Estate Department and be able to meet the minimum requirements to take the real estate

license exam. Moreover, active real estate agents can also take additional real estate classes online and obtain a broker's license. However, what differentiates San Diego Mesa College from other community colleges in the region is their faculty and their experience. The college has professors that have been teaching real estate courses for decades and are active agents/brokers in the community. The college's faculty is highly diverse and offers expertise in various industry fields such as residential real estate, commercial real estate, property management, real estate appraisal, real estate finance and business sales; something that not all colleges offer.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

The data shows a supply gap of 1,040 jobs. Faculty and advisory committee members agree that because the vast majority of real estate courses are offered online, an online format seems to be the preferred method. They also discussed the need for professional development among faculty to teach them how to improve their online courses. There are currently many training courses being offered in the industry that could benefit faculty and the program as a whole and make online courses more interactive. Being active and present in all online courses, rather than just offering self-taught courses, was the consensus among all involved. All faculty who participated in this discussion agreed to take advantage of these programs and seek creative and practical ways of teach these courses.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

The data shows that between 2014-2017 enrollment numbers spiked from 484 to 812 when the average enrollment per semester, in the past few years, had been about 465-484. Course retention rates have been steady since 2013 at an average rate of about 84% and success rates average about 61% between 2013-2017. The reasons might vary but students in this field enter the program with the intention to get licensed but many decide to drop the idea of becoming a real estate agent after exploring other career options or seeing how the political environment across the country was affecting the industry. Also, presidential elections in 2016 did not help the industry. On average, presidential elections tend to negatively affect the industry as investors stay on the sidelines and do not invest in real estate as they are waiting to see what direction the country is going to take. However, data shows that 50% of students were able to obtain a job closely related to the field, 73% were able to attain a living wage and 24% experienced a median change in earnings.

Institution Name San Diego Mesa	TOP6 Program Title Office Technology/Office Computer Applications	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cargo and Freight Agents <input checked="" type="checkbox"/> Data Entry Keyers <input checked="" type="checkbox"/> Executive Secretaries and Executive Administrative Assistants <input checked="" type="checkbox"/> Office Clerks, General <input checked="" type="checkbox"/> Procurement Clerks <input checked="" type="checkbox"/> Secretaries and Administrative Assistants, Except Legal, Medical, and Executive <input checked="" type="checkbox"/> Word Processors and Typists 		

TOP6 Code	TOP6 Program Title	Institution Name
051400	Office Technology/Office Computer Applications	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
09387	Computer Business Technology: Information Mgmt Technology	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
09388	Computer Business Technology: Microcomputer Applications	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
22300	Computer Business Technology: Administrative Assistant	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
36309	Business Information Worker I	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 12 to fewer than 18 semester(or 18 to fewer than 27 quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Office Technology/Office Computer Applications
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Office
Technology/Office
Computer Applications 7,532

1,144

For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 6,316 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Office Clerks, General	3,815
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,498
Executive Secretaries and Executive Administrative Assistants	684
Data Entry Keyers	228
Cargo and Freight Agents	121
Word Processors and Typists	98
Procurement Clerks	88
Grand Total	7,532

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	8
Grossmont	15
MiraCosta	11
Palomar	6
San Diego City	17
San Diego Continuing Education	1,064
San Diego Mesa	7
San Diego Miramar	9
Southwestern	7
United Education Institute–Chula Vista	50
United Education Institute–UEI College S..	22
Grand Total	1,216

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Office Clerks, General	HS diploma/equiv.	Short-term OJT	\$11.70	\$15.03
Secretaries and Administrative Assistants, Except Legal, Medical, and E..	HS diploma/equiv.	Short-term OJT	\$15.90	\$19.06
Executive Secretaries and Executive Administrative Assistants	HS diploma/equiv.	None	\$23.85	\$29.59
Data Entry Keyers	HS diploma/equiv.	Short-term OJT	\$13.37	\$15.43
Cargo and Freight Agents	HS diploma/equiv.	Short-term OJT	\$15.54	\$19.94
Word Processors and Typists	HS diploma/equiv.	Short-term OJT	\$17.85	\$19.96
Procurement Clerks	HS diploma/equiv.	Moderate-term OJT	\$17.52	\$21.75

TOP6 Program Title: Office Technology/Office Computer Applications
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	Grossmont	MiraCosta	Palomar	San Diego City	San Diego Continuing Education	San Diego Mesa	San Diego Miramar	Southwestern	United Education Institute–Chula Vista	United Education Institute–UEI College San Marcos	Grand Total
Associate Degree	5	7	2	2	6		3	3	3			31
Award 1 < 2 academic yrs										50	22	72
Certificate 6 to < 18 semester units			3	1	6		1		1			12
Certificate 18 to < 30 semester units	3	7	6	1	5		3	4	3			32
Certificate 30 to < 60 semester units		1		2				2				5
Noncredit award 48 to < 96 hours						931						931
Noncredit award 288 to < 480 hours						5						5
Noncredit award 480 to < 960 hours						40						40
Noncredit award < 48 hours						88						88
Grand Total												

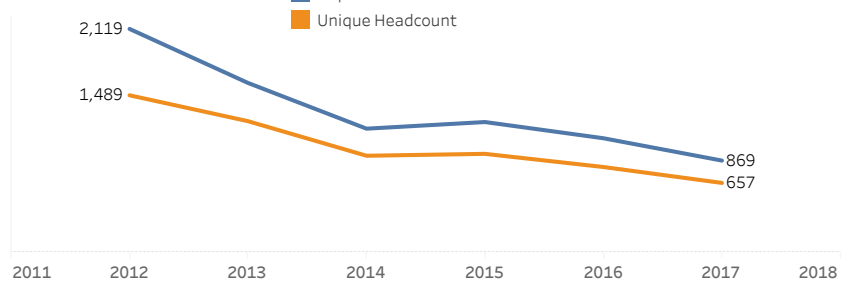
TOP6 Program Title: Office Technology/Office Computer Applications
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

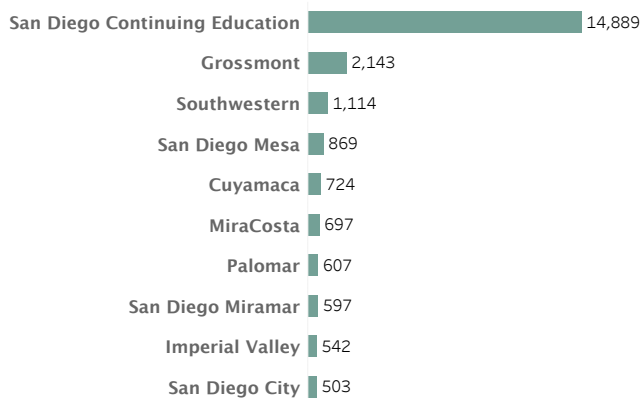
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	2,119	1,489	82
2012-13	1,606	1,243	64
2013-14	1,172	915	46
2014-15	1,235	933	51
2015-16	1,081	808	47
2016-17	869	657	52

Enrollment Trends

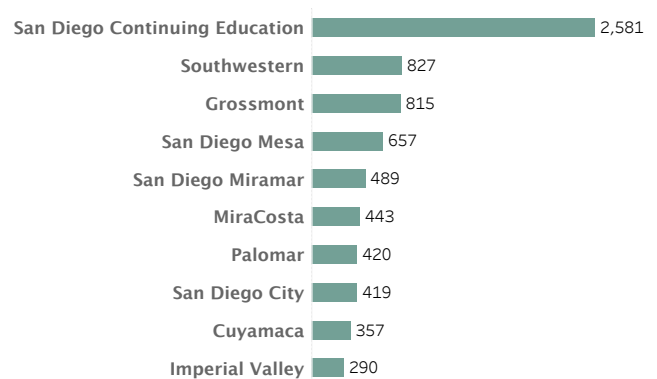


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

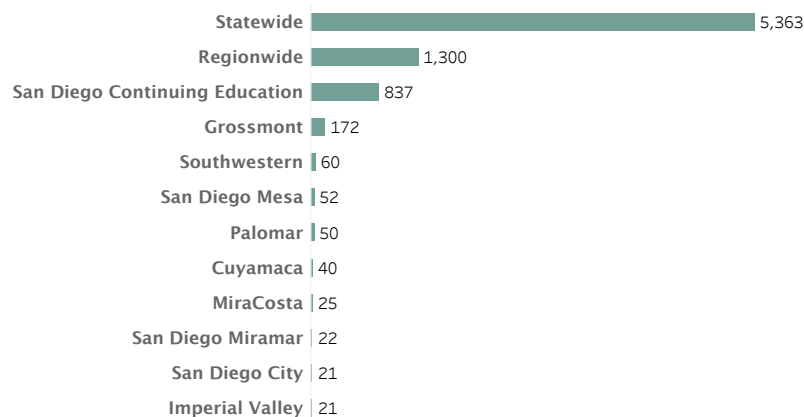
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Office Technology/Office Computer Applications
College: San Diego Mesa

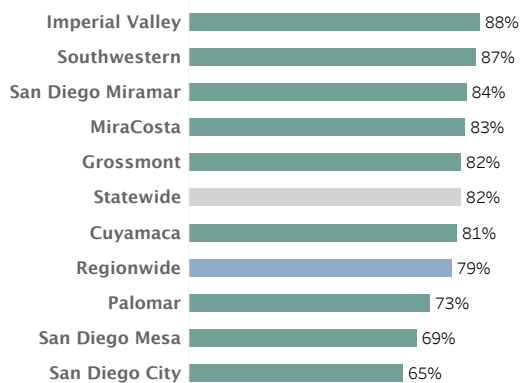
Academic Year
2015-16

Metric

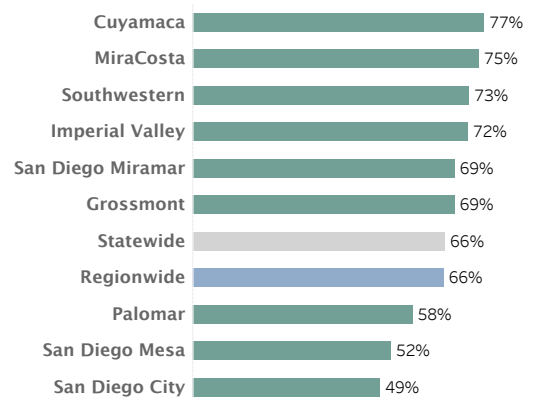
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	65%	71%	69%	73%
Course Success Rate	45%	52%	52%	58%
Term-to-Term Retention Rate	54%	55%	52%	54%
Persistence Rate	28%	27%	28%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

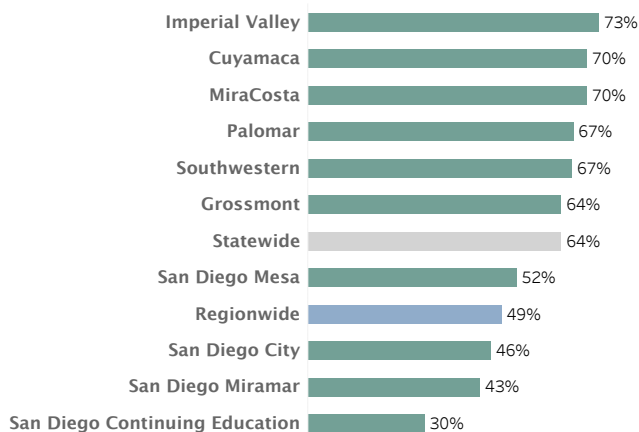
Course Retention Rate (2015-16)



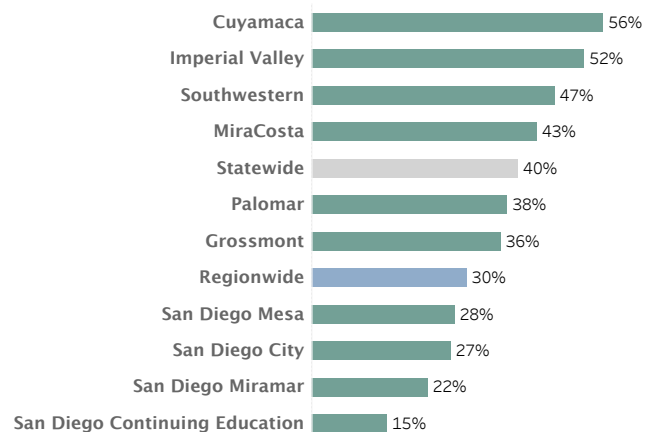
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



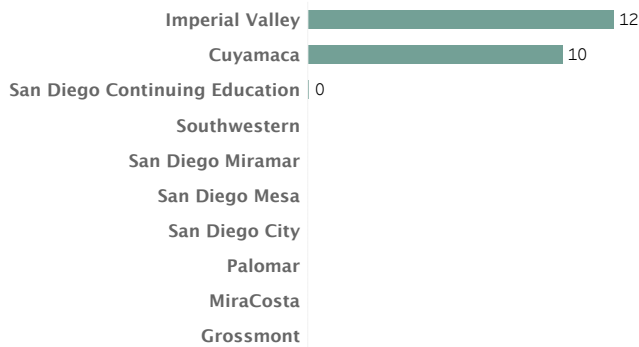
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Office Technology/Office Computer Applications
College: San Diego Mesa

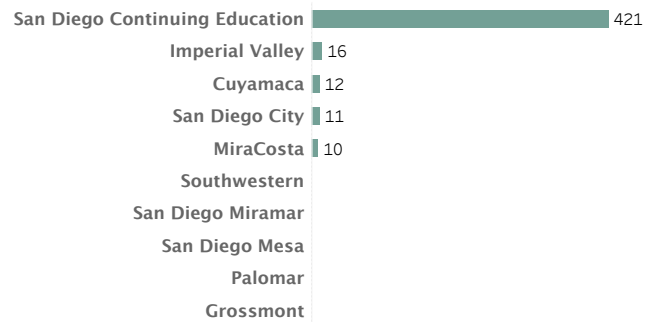
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	1	4	4	3
Certificate 6 to < 18 semester units	1	0	2	1
Certificate 18 to < 30 semester units	2	4	4	3
Grand Total	4	8	10	7

of Students Who Earned Associate Degrees (2016-17)



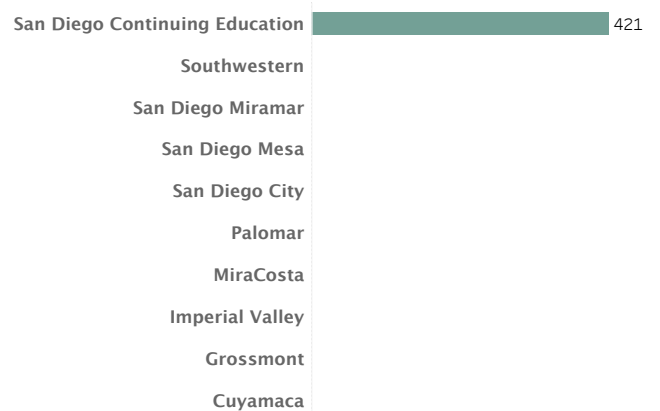
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

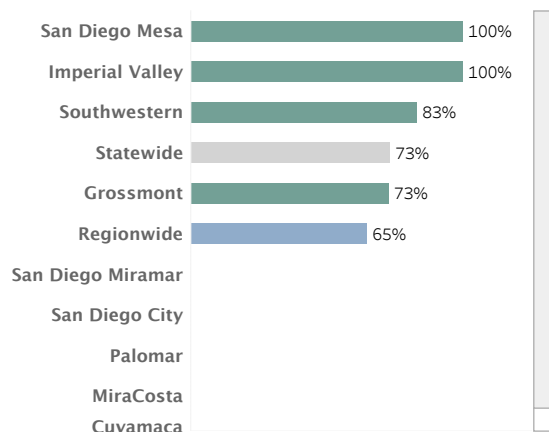
TOP6 Program Title: Office Technology/Office Computer Applications
College: San Diego Mesa

Academic Year
2014-15

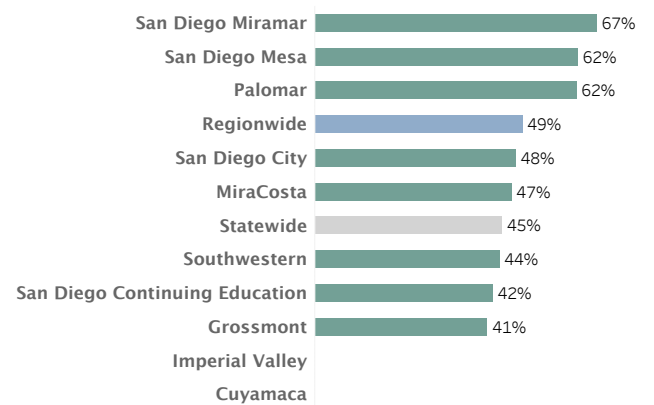
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	73%	65%	100%
% of Students Who Attained a Living Wage	2014-15	45%	49%	62%
% Median Change in Earnings	2014-15	40%	37%	29%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

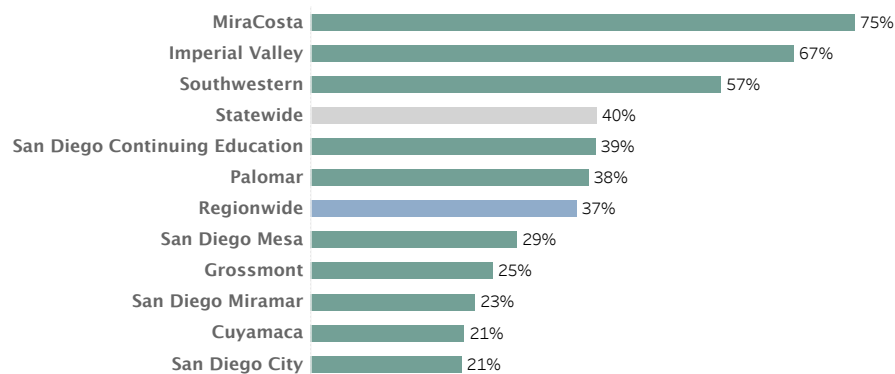
% of Students Who Obtained a Job Closely Related to Field of Study (2014-15)



% of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Institution Name San Diego Mesa	TOP6 Program Title Office Management	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Administrative Services Managers <input checked="" type="checkbox"/> First-Line Supervisors of Office and Administrative Support Workers		

TOP6 Code	TOP6 Program Title	Institution Name
051440	Office Management	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
31725	Administrative Assistant	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Office Management
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Office Management 1,901



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 1,897 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
First-Line Supervisors of Office and Administrative Support Workers	1,548
Administrative Services Managers	353
Grand Total	1,901

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
MiraCosta	2
San Diego City	1
San Diego Mesa	1
Grand Total	4

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
First-Line Supervisors of Office and Administrative Support Workers	HS diploma/equiv.	None	\$21.65	\$27.00
Administrative Services Managers	Bachelor's deg.	None	\$31.83	\$40.31

TOP6 Program Title: Office Management
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	MiraCosta	San Diego City	San Diego Mesa	Grand Total
Associate Degree	1		1	2
Certificate 6 to < 18 semester units		1		1
Certificate 18 to < 30 semester units	1			1
Grand Total	2	1	1	4

TOP6 Program Title: Office Management
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments
(2016-17)

Unique Headcount: # of Students Who Took 1+
Courses (2016-17)

Course Sections (2016-17)

Statewide  53

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Office Management
College: San Diego Mesa

Academic Year
2015-16

Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)

Statewide  86%

Course Success Rate (2015-16)

Statewide  76%

Term-to-Term Retention Rate (2015-16)

Statewide  67%

Persistence Rate (2015-16)

Statewide  41%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Office Management
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	0	0	1	0
Grand Total	0	0	1	0

of Students Who Earned Associate Degrees
(2016-17)

MiraCosta	0
San Diego Mesa	

of Students Who Earned a Degree or Certificate
(2016-17)

San Diego Mesa	
MiraCosta	

of Students Who Earned a Locally-Issued
Certificate (2016-17)

San Diego Mesa	0
MiraCosta	0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

San Diego Mesa	0
MiraCosta	

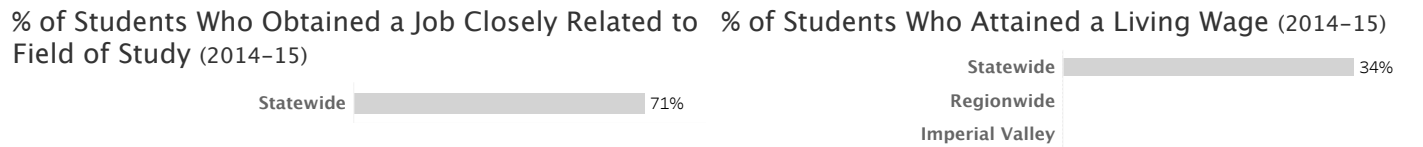
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Office Management
College: San Diego Mesa

Academic Year
2014-15

Metric	State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	71%	
% of Students Who Attained a Living Wage	2014-15	34%	
% Median Change in Earnings	2014-15	49%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 051400 & 051440

Top Code Description: CBTE

Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Current projections indicate a 5-year average demand in San Diego County for 3,815 Office Clerks, 2,498 Secretaries and Administrative Assistants, 228 Data Entry, 121 Cargo and Freight Agents, 98 Word Processors, and 88 Procurement Clerks for a total of 7,532 positions.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- Mesa CBTE has streamlined and revised its core programs to provide a more robust, focused, and contemporary curriculum by removing outdated degree programs and revising the current Administrative Assistant Associate degree to include a more advanced and comprehensive sequence of classes.
- Mesa CBTE has finalized and included in its degree programs the new "Business Information Worker I" Certificate of Achievement.
- Mesa CBTE has removed from its core programs classes deemed out-of-date or anachronistic to a 21st century work environment.
- Mesa CBTE continues outreach to other programs (e.g. Accounting, Business, Real Estate) to determine classroom and industry needs in order to better inform course revisions or new course ideas.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

The Computer Business Technology program at Mesa College currently provides one of several complementary courses of study in Administrative and Office Technology in the region. Mesa CBTE enjoys a collaborative environment with other colleges in the region with programs geared to meet expected occupational demand in San Diego as well as offering enhanced office and software based skills to students in programs, as well as professionals in the workplace, where contemporary and advanced knowledge of business oriented practices and software would be of benefit.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

The data reflect a San Diego County supply gap of 6,316 jobs under the heading of "Office Technology/Office Computer Applications" between anticipated demand and regional program awards. We are attempting to enlarge our student base and increase enrollments and completions by consolidating our degree offerings and continuing to offer a wide variety of classes online.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

We currently have a 3-year average of 7 program awards, of which 3 are Associate Degrees, and 4 are Certificates. We continue to work on growing our various program enrollments and completions by marketing and publicizing our new Business Information Worker I program. We are currently in the first cycle of degree consolidation and anticipate a greater number of program completions due to the more focused pathway we now offer to our students.

Institution Name San Diego Mesa	TOP6 Program Title Journalism	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Broadcast News Analysts <input checked="" type="checkbox"/> Dancers <input checked="" type="checkbox"/> Editors <input checked="" type="checkbox"/> Reporters and Correspondents <input checked="" type="checkbox"/> Writers and Authors 		

TOP6 Code	TOP6 Program Title	Institution Name
060200	Journalism	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
31157	Journalism	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Journalism
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 319 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Writers and Authors	180
Editors	122
Reporters and Correspondents	23
Dancers	20
Broadcast News Analysts	5
Grand Total	350

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Grossmont	2
Palomar	8
San Diego City	3
San Diego Mesa	9
Southwestern	9
Grand Total	31

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Writers and Authors	Bachelor's deg.	Long-term OJT	\$17.16	\$18.87
Editors	Bachelor's deg.	None	\$22.62	\$26.10
Reporters and Correspondents	Bachelor's deg.	None	\$18.29	\$21.54
Dancers	No formal ed cred.	Long-term OJT	\$15.69	\$17.60
Broadcast News Analysts	Bachelor's deg.	None	\$33.11	\$36.05

TOP6 Program Title: Journalism
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Grossmont	Palomar	San Diego City	San Diego Mesa	Southwestern	Grand Total
Associate Degree	1	1			4	6
Associate Degree for Transfer		6	3	8	5	22
Certificate 18 to < 30 semester units				1		1
Certificate 30 to < 60 semester units	1	1				2
Grand Total	2	8	3	9	9	31

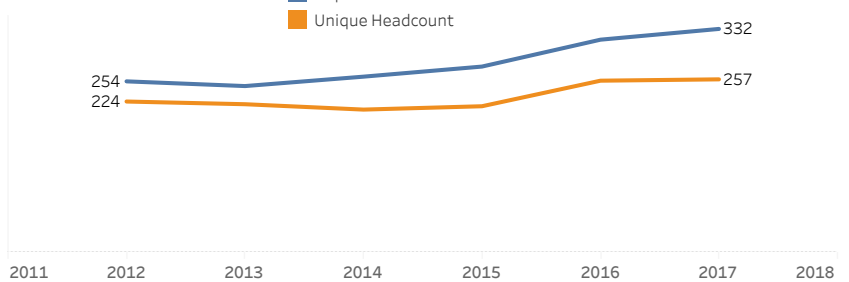
TOP6 Program Title: Journalism
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

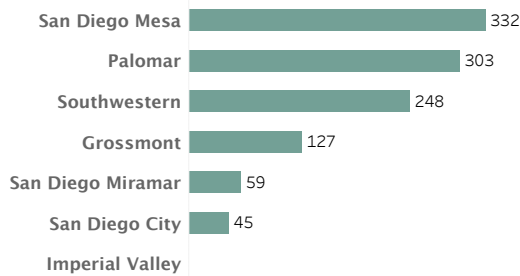
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	254	224	20
2012-13	247	220	16
2013-14	261	212	17
2014-15	276	217	16
2015-16	316	255	18
2016-17	332	257	21

Enrollment Trends

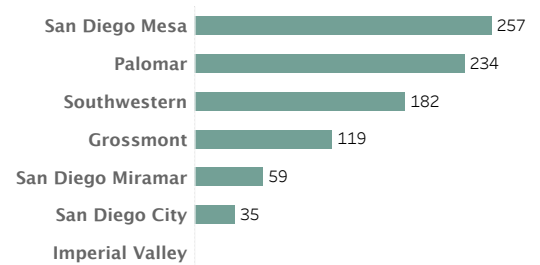


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

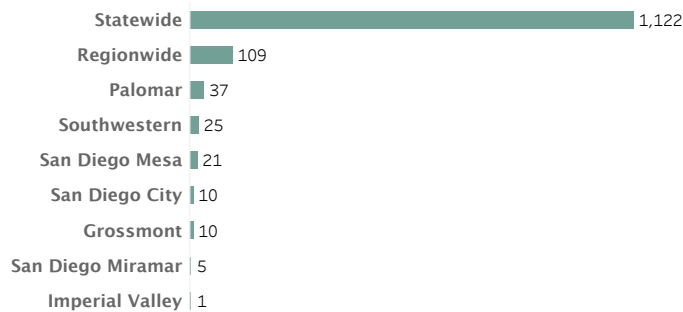
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Journalism
College: San Diego Mesa

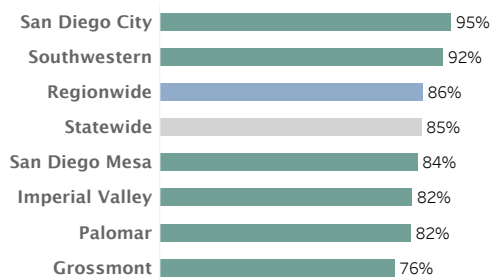
Academic Year
2015-16

Metric

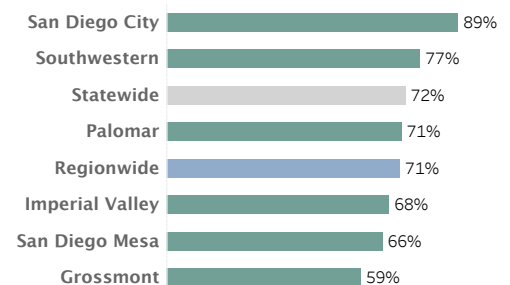
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	82%	80%	84%	78%
Course Success Rate	63%	58%	66%	64%
Term-to-Term Retention Rate	65%	72%	71%	69%
Persistence Rate	39%	40%	39%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

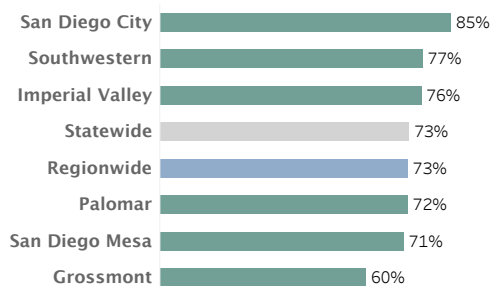
Course Retention Rate (2015-16)



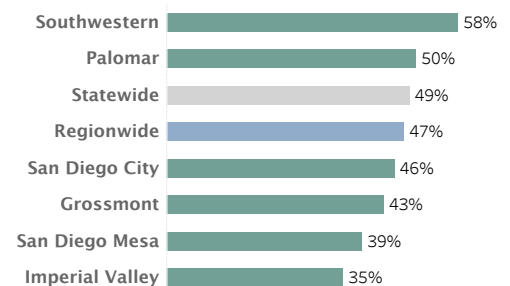
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



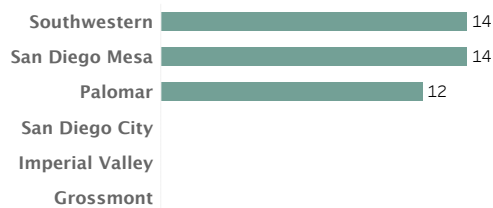
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Journalism
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree for Transfer	2	9	14	8
Certificate 18 to < 30 semester units	0	1	0	0
Grand Total	2	10	14	8

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)

Southwestern	0
San Diego Mesa	0
San Diego City	0
Palomar	0
Imperial Valley	0
Grossmont	0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

Southwestern	0
San Diego Mesa	0
San Diego City	0
Imperial Valley	0
Palomar	0
Grossmont	0

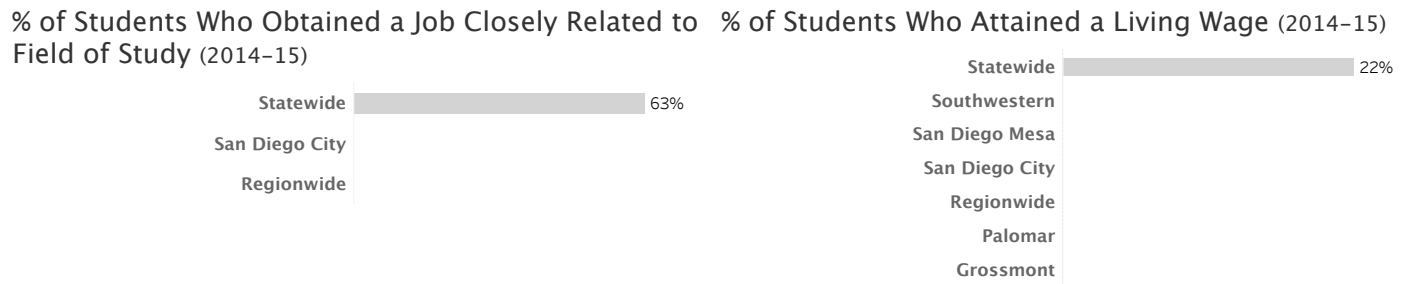
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Journalism
College: San Diego Mesa

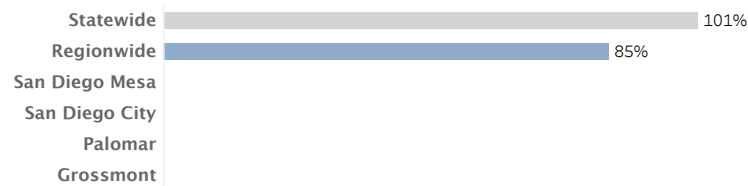
Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	63%		
% of Students Who Attained a Living Wage	2014-15	22%		
% Median Change in Earnings	2014-15	101%	85%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 060200
Top Code Description: Journalism
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for journalists in San Diego County is at 330 for a 5-year average. San Diego Mesa College has awarded an average of 9 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 9 degrees or certificates over the last 3 years. There is a supply gap of 299 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Mesa Journalism program has added a new course in social media to address its pervasive use across all media and to assist Mesa students in meeting a lower-division transfer requirement to San Diego State University.
- The Mesa Journalism program continues to emphasize a “digital first” mentality in its curriculum and a de-emphasis on print media, although print is still the primary medium for the student-produced newspaper.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of 332 students for number course enrollments. The unique headcount is 257 students and the number of course sections is 1,122 statewide for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 299 jobs. There were fewer than 10 students so the data for this particular metric were suppressed in the Chancellor's Office LaunchBoard. Due to

recent budget cuts and changes within the district's enrollment system, there has been a decline in enrollment and unfortunately class cancellation.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The success rates for the program was 64% for 2016-2017, and the retention rate for 2016-2017 was 78%. Both are slightly below the rates for the state and region. The percentage of students who obtained a job closely related to their field of study statewide was 63% in 2014-2015, as local data was not provided for this particular metric. The percentage of students who attained a living wage was not compiled for (2014-2015) for the region. Unfortunately, statewide, only 22% earn a living wage. It is important to note that many current jobs that require journalism degrees - such as public relations, advertising, marketing, and social media content creator - were not included in these data. These occupations represent a significant percentage of employment for those with journalism degrees, but unfortunately are represented by different TOP codes and not included in this report.

Institution Name San Diego Mesa	TOP6 Program Title Multimedia	County San Diego
Occupation(s) that students would qualify for after completing this program:		
<input checked="" type="checkbox"/> Desktop Publishers <input checked="" type="checkbox"/> Graphic Designers <input checked="" type="checkbox"/> Multimedia Artists and Animators		

TOP6 Code	TOP6 Program Title	Institution Name	
061410	Multimedia	San Diego Mesa	



Catalog

Control Number	Catalog Name	Goal	Award
10652	Multimedia: Interactive Media Production	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
10653	Multimedia: 3D Animation & Modeling	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
10656	Multimedia	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Multimedia
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of **386** jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Graphic Designers	357
Multimedia Artists and Animators	58
Desktop Publishers	14
Grand Total	429

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Grossmont	2
MiraCosta	20
Palomar	6
San Diego Mesa	14
Platt College-San Diego	1
Grand Total	43

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Graphic Designers	Bachelor's deg.	None	\$17.76	\$20.58
Multimedia Artists and Animators	Bachelor's deg.	None	\$14.67	\$25.42
Desktop Publishers	Associate degree	Short-term OJT	\$15.55	\$25.60

TOP6 Program Title: Multimedia
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Grossmont	MiraCosta	Palomar	San Diego Mesa	Platt College–San Diego	Grand Total
Associate Degree	1	7	2	8		18
Award < 1 academic yr					1	1
Certificate 6 to < 18 semester units		1	3	3		7
Certificate 18 to < 30 semester units	1		1			2
Certificate 30 to < 60 semester units		12		3		15
Grand Total	2	20	6	14	1	43

TOP6 Program Title: Multimedia
College: San Diego Mesa

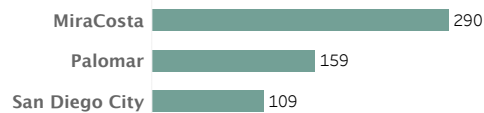
Academic Year
2016-17

Enrollment Trends

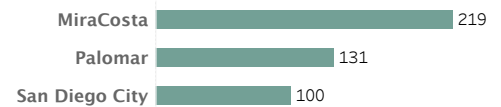
Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Multimedia
College: San Diego Mesa

Academic Year
2015-16

Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Multimedia
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	8	6	11	8
Certificate 6 to < 18 semester units	9	0	0	3
Certificate 30 to < 60 semester units	2	2	4	3
Grand Total	19	8	15	14

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

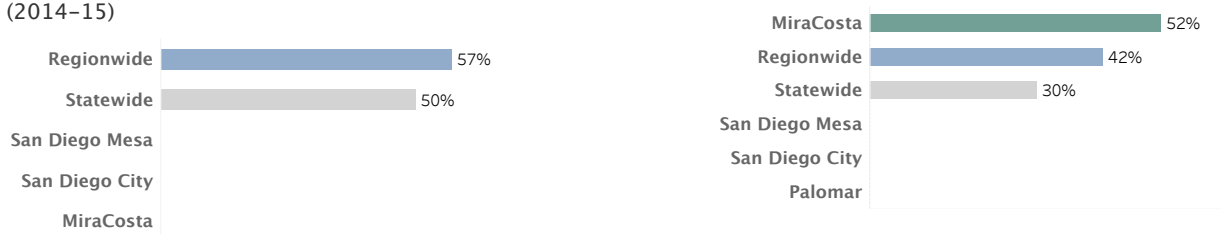
TOP6 Program Title: Multimedia
College: San Diego Mesa

Academic Year
2014-15

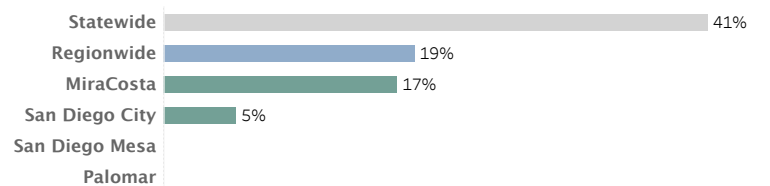
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	50%	57%	
% of Students Who Attained a Living Wage	2014-15	30%	42%	
% Median Change in Earnings	2014-15	41%	19%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 061410
Top Code Description: MULT
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Current projections indicate a 5-year average demand in San Diego County for 357 Graphic Designers, 58 Multimedia Artists and Animators, & 14 Desktop Publishers for a total of 429 positions. (These numbers do not include projected positions in the Video Game Design & Development field as the program is new.)

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- Mesa MULT has revised its core design courses (MULT 101, 121, 122, 123, 124) to provide a more robust and contemporary curriculum by combining previously separate course applications into integrated, industry standard project oriented design classes with enhanced focus on contemporary principles of Visual Communication.
- Mesa MULT has revised and rebranded its Multimedia Associate Degree and Certificate programs from "Multimedia" to "Visual Communication".
- Mesa MULT has added a new Associate degree and Certificate of Achievement in Video Game Design and Development.
- Mesa MULT has finalized new curriculum and revision of 8 core classes (MULT 120, MULT 148, MULT 150, MULT 152, MULT 154, MULT 160, MULT 162, MULT 164) to serve as required classes in our new Video Game Design and Development A.S and C.A. programs.
- Mesa MULT has hired 4 new adjunct faculty with professional experience in video game development to teach classes in the new Video Game Design and Development program.
- Mesa MULT has purchased new software and equipment such as Maya, Substance Designer, Z-Brush, Toon-Boom, V-Ray, drawing tablets, 3D printer, VR gear, & digital cameras to provide our students with access to industry standard software tools and equipment in the classrooms.
- Mesa MULT has developed a relationship with the San Chapter of the IGDA (International Game Developers Association) with presentations and talks hosted on campus and plans to host the organization's bi-annual "Game Jam" event.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. *(Recommendation: refer to Section II of the Program Fact Sheet)*

The Multimedia program at Mesa College currently provides one of the few comprehensive courses of study in game design and development (with classes in 3D Animation, Art, Game Development, & Computer Science) in the region. Students in the game design program are not reflected in the duplicate headcount data as the program is new.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee. *(Recommendation: refer to Section II of the Program Fact Sheet)*

The data reflect a San Diego County supply gap of 387 jobs under the umbrella of "Multimedia". These numbers do not include positions in game design and development. We are attempting to grow our student base and increase enrollments and completions with the addition of our new Video Game Design and Development program. Advisory Committee concurs with the need to regularly update software and hardware and provide students with industry standard software and tools with which to work in the classroom.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

We currently have a 3-year average of 14 program awards, of which 8 are Associate Degrees, and 6 are Certificates. We are continuing to work on growing our various program enrollments and completions by marketing and publicizing our new Video Game Design and Development program. We believe that, by developing relationships with local organizations and industry partners, we will see a marked growth in the number of students enrolling in the game program as well as an increase in the number of students completing an Associate Degree in game design and development.

Institution Name San Diego Mesa	TOP6 Program Title Website Design and Development	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Graphic Designers <input checked="" type="checkbox"/> Web Developers		

TOP6 Code	TOP6 Program Title	Institution Name
061430	Website Design and Development	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
23060	Web Design	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Website Design and Development

County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations, there is a(n) **Supply Gap** of 440 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Graphic Designers	357
Web Developers	201
Grand Total	558

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	9
MiraCosta	2
Palomar	2
San Diego Continuing Education	69
San Diego Mesa	19
Southwestern	8
Argosy University-The Art Institute of California-San Diego	3
Coleman University	4
Platt College-San Diego	2
Grand Total	118

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Graphic Designers	Bachelor's deg.	None	\$17.76	\$20.58
Web Developers	Associate degree	None	\$16.60	\$22.67

TOP6 Program Title: Website Design and Development
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	MiraCosta	Palomar	San Diego Continuing Education	San Diego Mesa	Southwestern	Argosy University– The Art Institute of California–San Diego	Coleman University	Platt College–San Diego	Grand Total
Associate Degree	7		1		8	3		4		23
Award 1 < 2 academic yrs							3			3
Award < 1 academic yr									2	2
Certificate 6 to < 18 semester units		2	1			1				4
Certificate 12 to < 18 semester units						1				1
Certificate 18 to < 30 semester units	1				11	2				14
Certificate 30 to < 60 semester units	1					1				2
Noncredit award 288 to < 480 hours				69						69
Grand Total	9	2	2	69	19	8	3	4	2	118

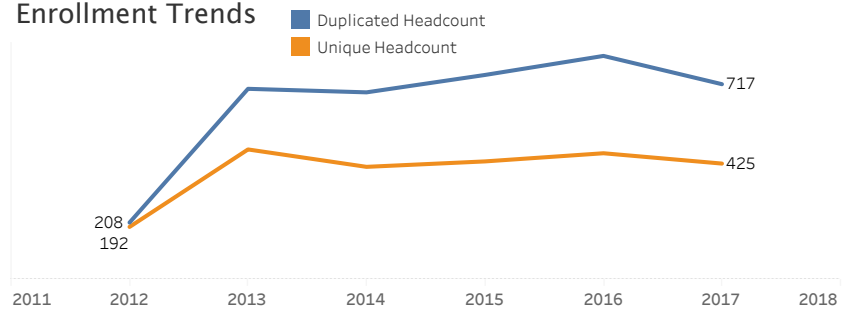
TOP6 Program Title: Website Design and Development
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

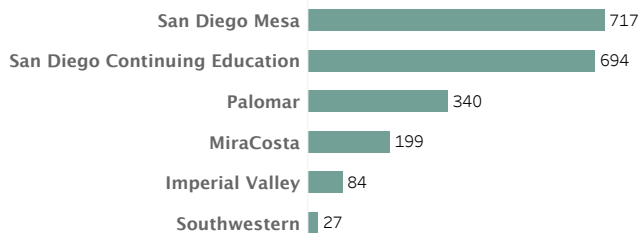
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	208	192	6
2012-13	700	477	30
2013-14	687	413	31
2014-15	751	433	29
2015-16	821	463	35
2016-17	717	425	37

Enrollment Trends

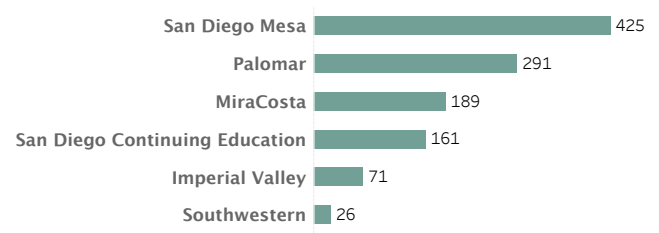


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

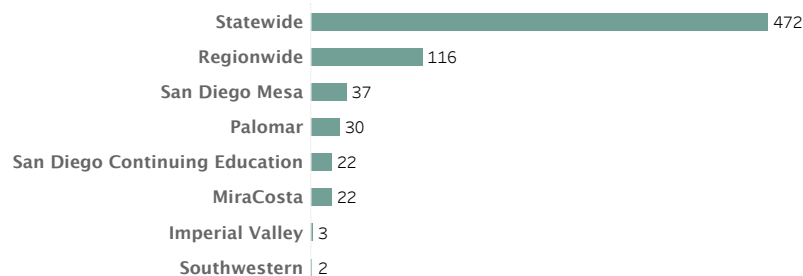
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Website Design and Development
College: San Diego Mesa

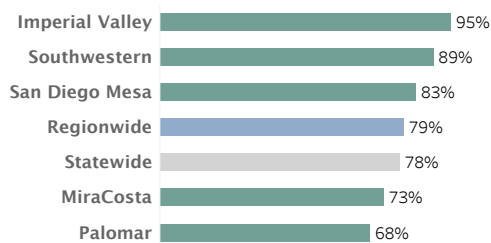
Academic Year
2015-16

Metric

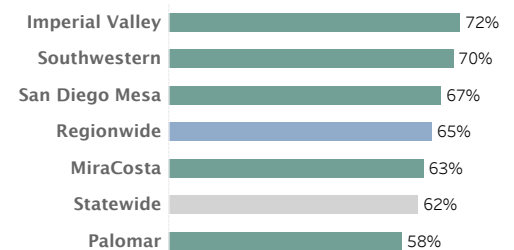
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	78%	79%	83%	77%
Course Success Rate	64%	63%	67%	59%
Term-to-Term Retention Rate	56%	61%	54%	49%
Persistence Rate	28%	30%	28%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

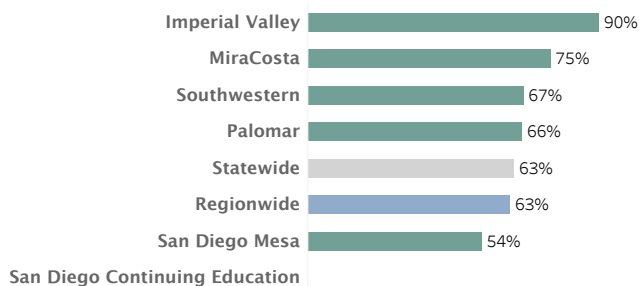
Course Retention Rate (2015-16)



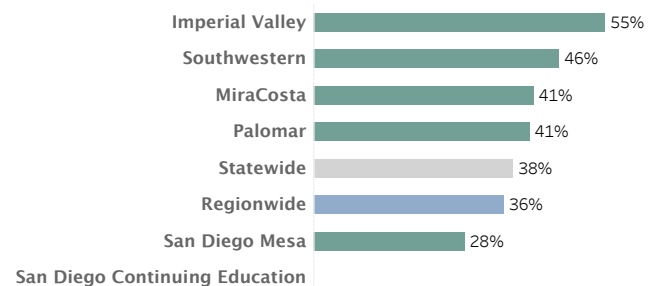
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



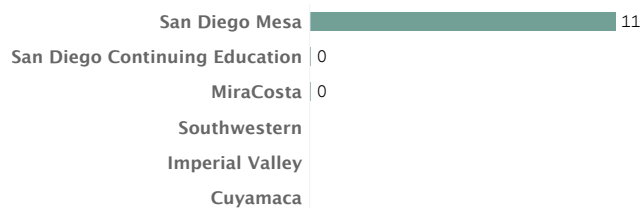
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Website Design and Development
College: San Diego Mesa

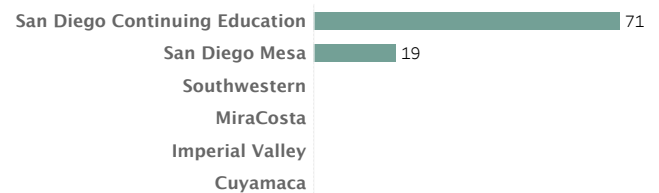
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	9	5	11	8
Certificate 18 to < 30 semester units	11	8	15	11
Grand Total	20	13	26	19

of Students Who Earned Associate Degrees (2016-17)



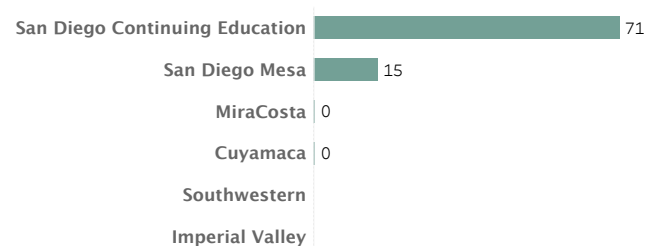
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

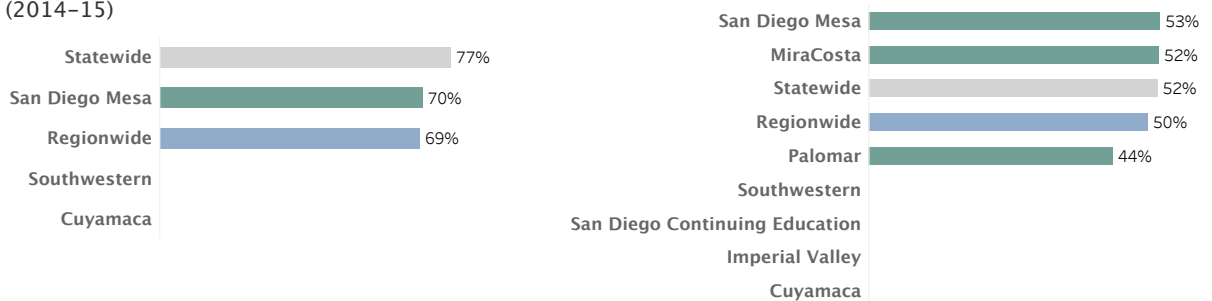
TOP6 Program Title: Website Design and Development
College: San Diego Mesa

Academic Year
2014-15

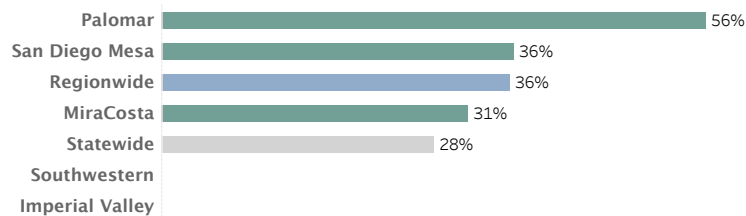
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	77%	69%	70%
% of Students Who Attained a Living Wage	2014-15	52%	50%	53%
% Median Change in Earnings	2014-15	28%	36%	36%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 061430
Top Code Description: Web Development
Degrees and Certificates offered: AA, CA

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Graphic Designers, Web Developers: 558 annual job openings, with a supply gap of 440 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

Introduced new courses on JavaScript Frameworks including React and Angular. Placed new emphasis on Front End Full Stacks. Placed new emphasis on market targeted student portfolios by introducing a portfolio class and starting an industry focused portfolio show.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

We are the only program in the county offering courses that focus both on React and Angular. From the COE program sheet, Argosy, the Art Institute and Coleman University have all closed. We are far less expensive than UCSD Extension which offers a Front End Development Certificate

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Currently there is a supply gap of 440 jobs in our area.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and

what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

In the past 3 years, an average of 8 students earned associates degrees and 11 earned certificates of achievement. It is important to understand that many students are adult learners already in the field who are looking to update or refresh their skillsets.

Our course retention rate is steady, ranging from 77% to 83%. Our course success rate had dipped from 64% to 59% and can be attributed to increasingly challenging content as necessitated by market demand. Students are expected to learn more skills more quickly. Mesa remained steady with other colleges offering similar programs

Regarding Employment, 70% of mesa students obtained a job closely related to Web design and development. Currently our new curriculum was rolled out in the fall of 2019 and we have yet to see the benefits. However, interest in our program has increased since these improvements as our attendance has increased.

Institution Name San Diego Mesa	TOP6 Program Title Computer Information Systems	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Network Architects <input checked="" type="checkbox"/> Computer Occupations, All Other <input checked="" type="checkbox"/> Computer Systems Analysts <input checked="" type="checkbox"/> Computer User Support Specialists <input checked="" type="checkbox"/> Information Security Analysts <input checked="" type="checkbox"/> Network and Computer Systems Administrators 		

TOP6 Code	TOP6 Program Title	Institution Name
070200	Computer Information Systems	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22306	Computer & Information Sciences	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Computer Information Systems

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 1,964 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Computer User Support Specialists	552
Computer Systems Analysts	512
Computer Occupations, All Other	477
Network and Computer Systems Administrators	272
Computer Network Architects	119
Information Security Analysts	86
Grand Total	2,018

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
MiraCosta	1
Palomar	15
San Diego City	5
San Diego Mesa	18
San Diego Miramar	11
Southwestern	4
Grand Total	54

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Computer User Support Specialists	Some college, no deg.	None	\$22.56	\$27.42
Computer Systems Analysts	Bachelor's deg.	None	\$34.78	\$44.77
Computer Occupations, All Other	Bachelor's deg.	None	\$28.64	\$41.30
Network and Computer Systems Administrators	Bachelor's deg.	None	\$33.85	\$41.27
Computer Network Architects	Bachelor's deg.	None	\$44.01	\$56.82
Information Security Analysts	Bachelor's deg.	None	\$37.16	\$46.62

TOP6 Program Title: Computer Information Systems
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	MiraCosta	Palomar	San Diego City	San Diego Mesa	San Diego Miramar	Southwestern	Grand Total
Associate Degree		7	4	8	6	3	28
Certificate 6 to < 18 semester units	1			1	1	1	4
Certificate 30 to < 60 semester units		8	1	9	4		22
Grand Total	1	15	5	18	11	4	54

TOP6 Program Title: Computer Information Systems
College: San Diego Mesa

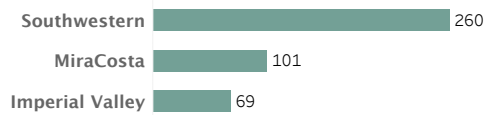
Academic Year
2016-17

Enrollment Trends

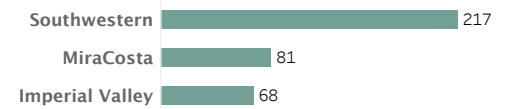
Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments
(2016-17)



Unique Headcount: # of Students Who Took 1+
Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

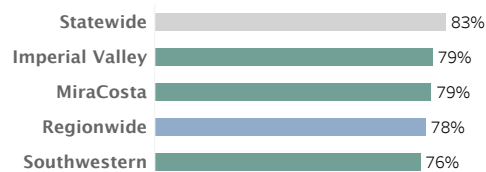
TOP6 Program Title: Computer Information Systems
College: San Diego Mesa

Academic Year
2015-16

Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



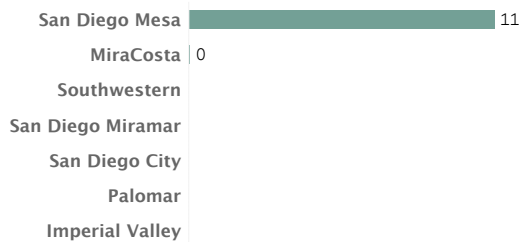
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Computer Information Systems
College: San Diego Mesa

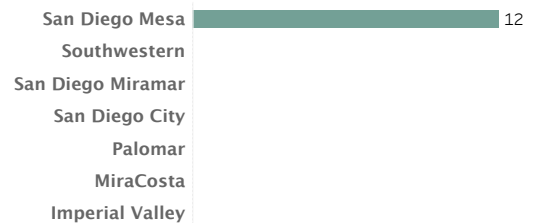
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	6	8	11	8
Certificate 6 to < 18 semester units	0	1	0	0
Certificate 30 to < 60 semester units	5	13	9	9
Grand Total	11	22	20	17

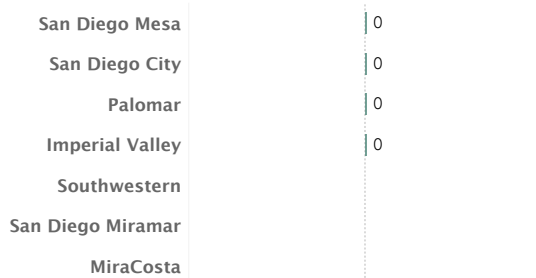
of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

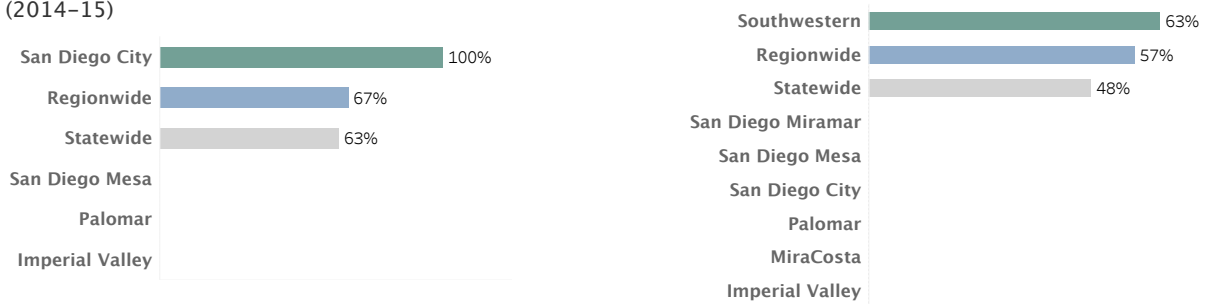
TOP6 Program Title: Computer Information Systems
College: San Diego Mesa

Academic Year
2014-15

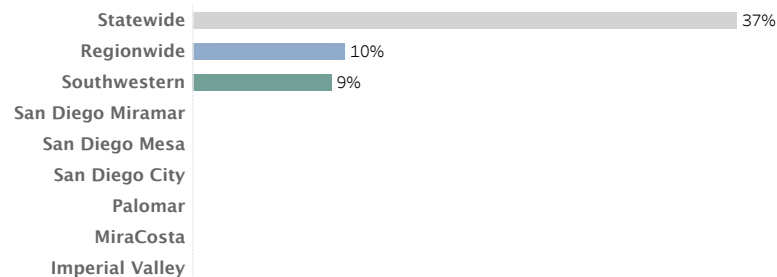
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	63%	67%	
% of Students Who Attained a Living Wage	2014-15	48%	57%	
% Median Change in Earnings	2014-15	37%	10%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 070200
Top Code Description: Computer Information Sciences
Degrees and Certificates offered: Computer Programming Certificate of Performance, Computer and Information Science Certificate of Achievement, Computer and Information Sciences Associate of Science Degree

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

There is a 5-year average demand for 2,018 workers, and our 3-year average number of program awards is 54. Our program trains our students for the following open job positions: Computer User Support Specialist, Computer Systems Analyst, Computer Programmer, and Software Engineer.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

For our CISC 181, Principles of Information Systems course, we have replaced Visual Basic with the Python programming language as a major curriculum component. Python is becoming a highly desirable language in many areas of industry, and familiarity with its use will substantially increase the employability of our students.

We have begun offering CISC 179, Python Programming as a new course. Again, the teaching of Python language addresses an important, emerging industry need.

We have begun offering CISC 106, Computer Science and Applied Programming, as a new course. This course provides a solid foundation in both theory and applications for our students.

We have begun offering CISC 220, Fundamentals of Game Programming as a new course. This course combines the learning of game design, software engineering principles, and software development methodologies and practices. The entirety of this curriculum content addresses much needed industry demands.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Mesa College offers the benefits of a diverse, multicultural, high resource academic environment, that provides an ease of access with respect to demographics, community, and geography. Along with these benefits, the quality of our instruction has helped to position us as the leader in preparing students for industry. Having noted this,

the totality of training programs in our region does not come close to meeting the industry demands for our discipline. Therefore, there is no unnecessary duplication on the part of any Computer Information Sciences program within our region.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

There is a 5-year average demand for 2,018 workers, and our 3-year average number of program awards is 54. Mesa College is responsible for 18 of those awards, which is the highest number per college within our region. More than half of the 54 total program awards is for the Associate of Science Degree. Our program trains our students for the following open job positions: Computer User Support Specialist, Computer Systems Analyst, Computer Programmer, and Software Engineer. In response to the advice and requests of our advisory committee industry members, we have integrated many valuable new elements to our program, including the teaching of the Python language, current computer science principles and best practices, software development methodologies, project-based learning, currently used software tools, and the cultivation of soft skills targeted toward industry.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

Our program enjoys the highest numbers of completions and awards in our region. Although our numbers are not comparatively low, the fact that industry demand is high and will likely increase even more means that there's a strong need for us to improve our numbers regardless. We are addressing this by actively engaging with industry, continually updating our curricula, developing new courses, and updating and augmenting our hardware and software resources.

Institution Name San Diego Mesa	TOP6 Program Title Fitness Trainer	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Athletic Trainers <input checked="" type="checkbox"/> Fitness Trainers and Aerobics Instructors		

TOP6 Code	TOP6 Program Title	Institution Name	
083520	Fitness Trainer	San Diego Mesa	



Catalog

Control Number	Catalog Name	Goal	Award
07071	Personal Trainer	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Fitness Trainer

County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations, there is a(n) **Supply Gap** of 887 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Fitness Trainers and Aerobics Instructors	988
Athletic Trainers	15
Grand Total	1,003

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
MiraCosta	65
Palomar	1
San Diego City	9
San Diego Mesa	4
San Diego Miramar	21
Southwestern	9
Mueller College	7
Grand Total	116

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Fitness Trainers and Aerobics Instructors	HS diploma/equiv.	Short-term OJT	\$13.04	\$19.68
Athletic Trainers	Bachelor's deg.	None	\$21.75	\$24.46

TOP6 Program Title: Fitness Trainer
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	MiraCosta	Palomar	San Diego City	San Diego Mesa	San Diego Miramar	Southwestern	Mueller College	Grand Total
Award < 1 academic yr							7	7
Certificate 6 to < 18 semester units	38				1			39
Certificate 12 to < 18 semester units	20							20
Certificate 18 to < 30 semester units	7		9	4	20	8		48
Certificate 30 to < 60 semester units		1						1
Credit Award < 6 semester units						1		1
Grand Total	65	1	9	4	21	9	7	116

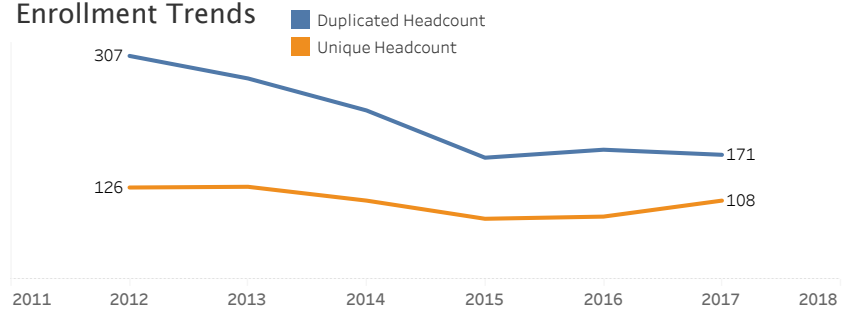
TOP6 Program Title: Fitness Trainer
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

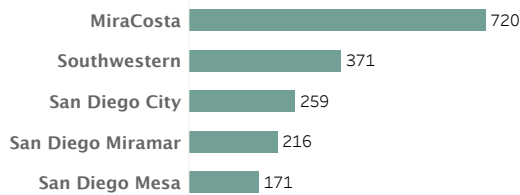
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	307	126	10
2012-13	276	127	10
2013-14	232	108	11
2014-15	167	83	11
2015-16	178	86	9
2016-17	171	108	9

Enrollment Trends

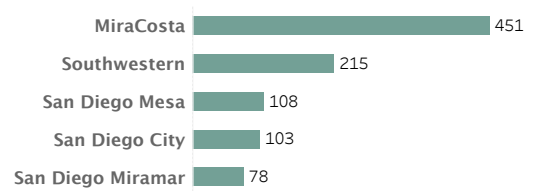


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

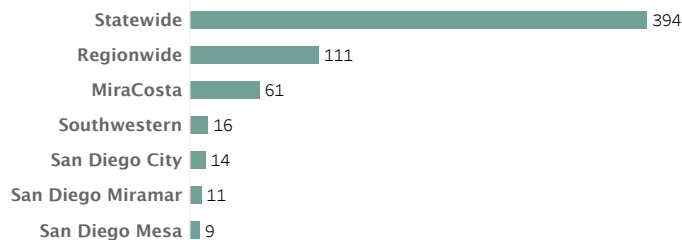
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fitness Trainer
College: San Diego Mesa

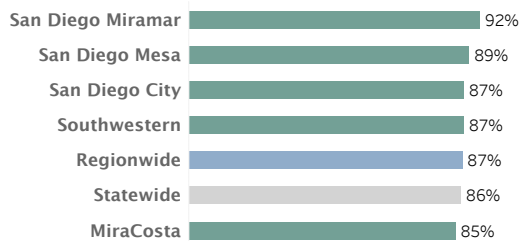
Academic Year
2015-16

Metric

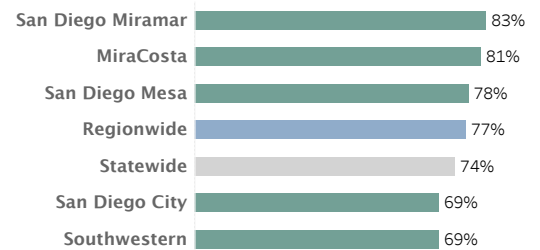
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	87%	87%	89%	84%
Course Success Rate	63%	69%	78%	71%
Term-to-Term Retention Rate	58%	49%	66%	49%
Persistence Rate	25%	28%	22%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

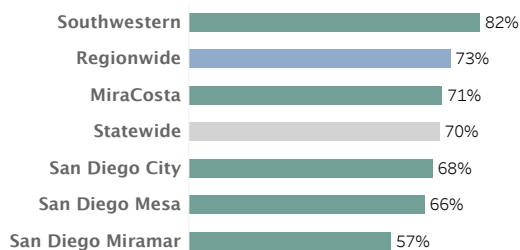
Course Retention Rate (2015-16)



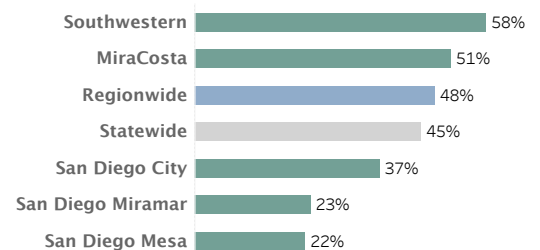
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fitness Trainer
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Certificate 18 to < 30 semester units	6	1	4	4
Grand Total	6	1	4	4

of Students Who Earned Associate Degrees (2016-17)

Southwestern	0
San Diego Miramar	0
San Diego Mesa	0
San Diego City	0
MiraCosta	0

of Students Who Earned a Degree or Certificate (2016-17)

MiraCosta	66
San Diego Miramar	18
Southwestern	
San Diego Mesa	
San Diego City	

of Students Who Earned a Locally-Issued Certificate (2016-17)

MiraCosta	55
Southwestern	0
San Diego Mesa	0
San Diego City	0
San Diego Miramar	

of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)

San Diego Miramar	17
MiraCosta	13
Southwestern	
San Diego Mesa	
San Diego City	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

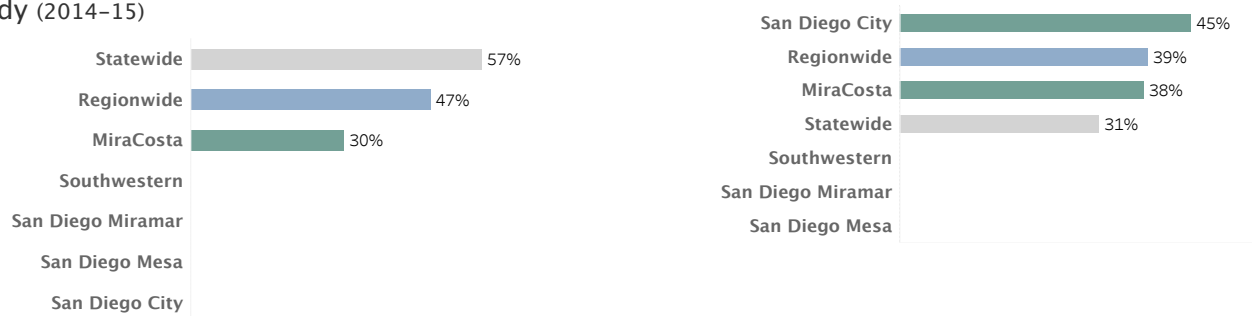
TOP6 Program Title: Fitness Trainer
College: San Diego Mesa

Academic Year
2014-15

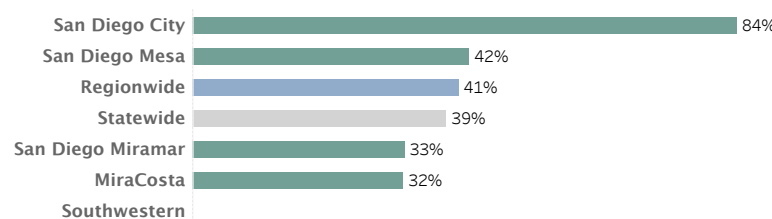
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	57%	47%	
% of Students Who Attained a Living Wage	2014-15	31%	39%	
% Median Change in Earnings	2014-15	39%	41%	42%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:083520

Top Code Description: FitnessTrainer

Degrees and Certificates offered: Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for medical assistants in San Diego County is 1,003 jobs annually. There is a supply gap of 887 jobs. From 2015-2017 we averaged 4 certificates per year (though this number has increased in the last few years).

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Personal Trainer Certificate Program has more than doubled cohort size from an average of 13 students per class in 2017-2018 to 27.5 students per class in 2019-2020. This is largely due to our collaborates with our industry partners who have advised us on the most recent fitness trends and emerging technologies and who have served as guest lecturers and field trip locations for our classes.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Our college is one of seven in the region who offer this program. From 2015-2017, we lagged behind in enrollments compared to other programs. However, with our recent increase in enrollment, we expect this trend to change in current and upcoming years. The development of our Health and Wellness Coaching certificate (est. start date fall 2021) will also serve to set us apart from other programs.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 887 jobs. Our program only averaged 4 certificates/year from 2015-2017, but as mentioned, these numbers have increased. Additionally, some students in the past have chosen not to apply for their certificate of achievement and

instead to sit for the ACE certificate only when completing our classes. This is something we are heavily pushing with the encouragement of our advisory committee who note that the additional certification will help students get jobs.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

From 2013-2017, our course retention rate averaged 86.75% and our course success rate was 70.25%, both of which were in the upper quartile of colleges offering these degrees in the area. Our persistence rate was quite a bit lower, at only 25%, placing us lowest among colleges in the area. This is something we have looked at closely and are working to remedy. Part of the issue is that our program is not stackable to a four-year degree, whereas some of the colleges program's in the area are. All of the SDCCD programs are lowest in this area for this reason. At this time, because of aligned curriculum, we cannot change the classes to become more stackable. What we have done instead is build a Health and Wellness Coaching certificate program that we will encourage our students to take. This program offers classes that will help get students a certificate as a health and wellness coach and transfer to a four-year school in a health and wellness related field if they choose.

Institution Name San Diego Mesa	TOP6 Program Title Sign Language Interpreting	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Interpreters and Translators		

TOP6 Code	TOP6 Program Title	Institution Name
085010	Sign Language Interpreting	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22307	ASL-English Interpretation	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Sign Language Interpreting
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 145 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Interpreters and Translators	170
Grand Total	170

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	12
San Diego Mesa	13
Grand Total	25

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Interpreters and Translators	Bachelor's deg.	None	\$19.00	\$23.61

TOP6 Program Title: Sign Language Interpreting
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Grand Total
Associate Degree	4	5	9
Certificate 30 to < 60 semester units	8	8	16
Grand Total	12	13	25

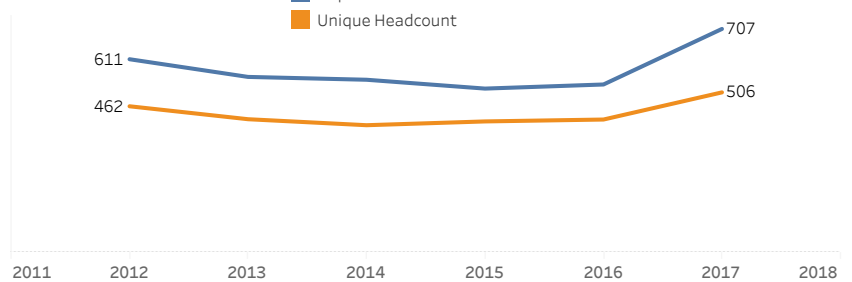
TOP6 Program Title: Sign Language Interpreting
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

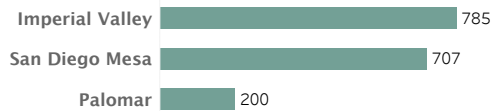
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	611	462	20
2012-13	555	421	16
2013-14	546	402	15
2014-15	518	414	13
2015-16	531	420	13
2016-17	707	506	18

Enrollment Trends

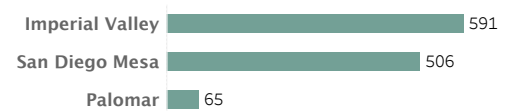


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

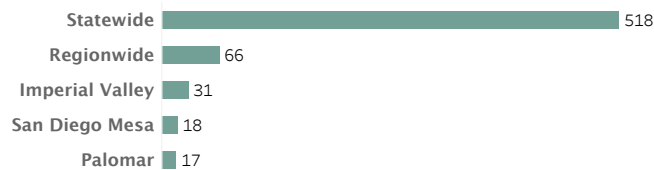
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Sign Language Interpreting
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	84%	82%	84%	89%
Course Success Rate	64%	58%	60%	66%
Term-to-Term Retention Rate	58%	63%	60%	61%
Persistence Rate	30%	38%	41%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Sign Language Interpreting
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	5	1	9	5
Certificate 30 to < 60 semester units	6	5	13	8
Grand Total	11	6	22	13

of Students Who Earned Associate Degrees
(2016-17)

San Diego Mesa	
Palomar	

of Students Who Earned a Degree or Certificate
(2016-17)

San Diego Mesa	13
Palomar	11

of Students Who Earned a Locally-Issued
Certificate (2016-17)

San Diego Mesa	0
Palomar	0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

San Diego Mesa	13
Palomar	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Sign Language Interpreting
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	72%	100%	100%
% of Students Who Attained a Living Wage	2014-15	28%	33%	34%
% Median Change in Earnings	2014-15	59%	90%	79%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:085010
Top Code Description: Sign Language Interpreting
Degrees and Certificates offered: Associate of Arts and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the Registry of Interpreters for the Deaf, Inc. (RID) and the job labor market there is a high demand for American Sign Language (ASL) interpreters. According to the Occupational Outlook Handbook <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6> there was a 19% increase in the number of workers in 2018 and the projection is expected to grow.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

We have set up an MOU with Sorenson to work with our students. Unfortunately, due to the COVID-19 that has been placed on hold. We have hired an adjunct professor, Annette Miner, Ph.D. who recently graduated from Gallaudet University. She has been teaching or Fieldwork – Practicum AMSL 276 class. We have also met with WBL coordinator Shawn Fawcett and with the CTE Dean Romero in helping us to work with various other programs on campus in placing our Practicum students in various setting on campus. We have also been working with the District Interpreter Service Coordinator, Dr. Daniel Nakaji, in placing our students in classroom settings. (Nationally a majority of interpreters are working in the educational setting.)

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Our program provides training for ASL-to-English and English-to-ASL interpreting. It is unique to our area. We have many Deaf and Hard-of-Hearing individuals who relay on ASL as their primary language. By working with the individuals listed above we have been able to provide our students with the ability to pass the RID written exam. RID has for the past two years put a hold on performance testing and is working on a new performance examination. Several of our recent graduates and a few of our current students have taken alternative regional interpreting exams, such as the Educational Interpreting Performance Exam (EIPA), the Educational Sign Skills Evaluation (ESSE) and the Board for Evaluation of Interpreters (BEI) exams and passed them. These exam enable those who have passed them to work locally interpreters and earn between \$25-\$75.00/hour. The nearest program to us that offers similar training is Palomar College which is about 40 miles away.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee. *(Recommendation: refer to Section II of the Program Fact Sheet)*

We have a gap in materials that students can use. We only have a few sets of some interpreting materials at present. Not enough for each student to use. Yes, we can group students into 3s or 4s, but there is so much more that they could learn if they had their own sets – to ask them to purchase these materials would be cost prohibitive. When we were housed in the K-100 building we had “medicine privacy curtains” that we could use to film individual students while still conducting classes. When we were moved to the B-100 building we no longer have those – no do our current rooms allow for that space. We need more rooms. We need to cap our interpreting classes at no more than 15 students per class! The Conference of Interpreter Trainers (CIT) has said that years ago! We are constantly told that we have to be accredited for that, but also told that we are not eligible for being an accredited program for various reasons. We are very fortunate to have the Dean that we have as she has been very supportive of us in allowing our classes to continue even though we have “low enrollment”.

5. Demonstrated Effectiveness

Please describe how your program’s completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

Our students have gained the ability to pass the exams of several different testing organizations, such as: the RID written exam. RID has for the past two years put a hold on performance testing and is working on a new performance examination. Several of our recent graduates and a few of our current students have taken alternative regional interpreting exams, such as the Educational Interpreting Performance Exam (EIPA), the Educational Sign Skills Evaluation (ESSE) and the Board for Evaluation of Interpreters (BEI) exams. These exam

enable those who have passed them to work locally interpreters and earn between \$25-\$75.00/hour. Over the past 20 years we have had almost 100 students taking and passing various national and regional exams. Although this may seem like a small number. It is actually pretty good. Interpreting is a skill that few can master. Many will endeavor to learn the language and throughout their training they will come to realize that they have good skills for communicating with the Deaf and offering communication assistance, but few are able to master the skills of becoming a nationally certified interpreter. To this end we have been working with practicing interpreting in every one of our interpreting classes. Students go through 2 years of intensive American Sign Language classes before they enter the interpreting classes. During the first two years, where they can end up earning an Associate of Arts degree or Certificate of Achievement degree in ASL Studies, they are required to go out into the community and meet with Deaf and Hard-of-Hearing individuals and practice their skills. Most of our students do not continue on to the ASL/English Interpretation program. Those who do face two more years of intensive training in ASL-English Interpreting. During this time they are continuously improving their knowledge of not only interpreting but also of ASL and English – both grammar and vocabulary. To this end having them interpret in the classes to each other and receiving constant feedback is imperative. What we lack is the resources to bring in native or near-native speakers who are professionals in various fields. We need the financial means to pay these people. No longer do these individuals who have worked their way into professional arena's want to "volunteer" their time and skills. We have asked for money in Perkins to provide for a few speakers, but we need more money to bring in more speakers. We need a position similar to a WBL mentor-coordinator who will not only set up placements for our students but also will mentor them in those settings.

Institution Name San Diego Mesa	TOP6 Program Title Civil and Construction Management Technology	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Construction Managers <input checked="" type="checkbox"/> First-Line Supervisors of Construction Trades and Extraction Workers		

TOP6 Code	TOP6 Program Title	Institution Name
095700	Civil and Construction Management Technology	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
05327	Construction Management	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Civil and Construction Management Technology
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Civil and Construction
Management
Technology 1,284

12

For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 1,272 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation

First-Line Supervisors of
Construction Trades and Extraction
Workers 826

Construction Managers 458

Grand Total 1,284

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name

San Diego Mesa 10

Southwestern 2

Grand Total 12

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
First-Line Supervisors of Construction Trades and Extraction Workers	HS diploma/equiv.	None	\$26.16	\$35.36
Construction Managers	Bachelor's deg.	Moderate-term OJT	\$16.98	\$36.52

TOP6 Program Title: Civil and Construction Management Technology
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Mesa	Southwestern	Grand Total
Associate Degree	5	1	6
Certificate 18 to < 30 semester units	5		5
Certificate 30 to < 60 semester units		1	1
Grand Total	10	2	12

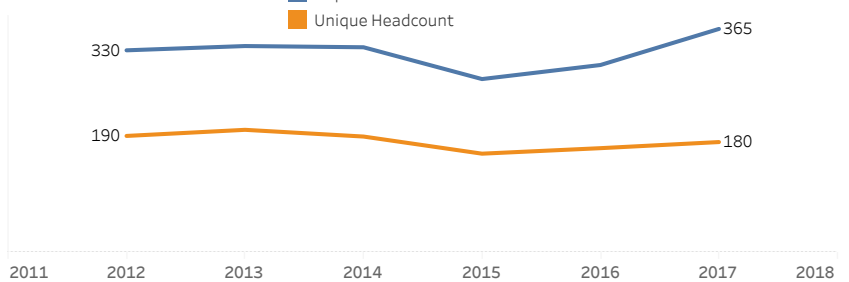
TOP6 Program Title: Civil and Construction Management Technology
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

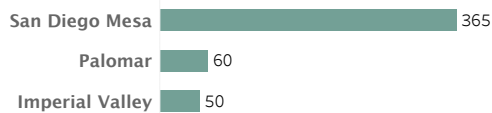
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	330	190	11
2012-13	337	200	12
2013-14	335	189	12
2014-15	283	161	11
2015-16	306	170	11
2016-17	365	180	12

Enrollment Trends

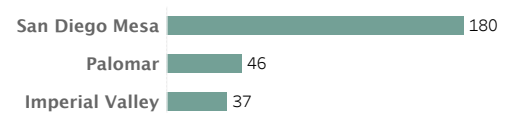


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Civil and Construction Management Technology
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	91%	93%	94%	93%
Course Success Rate	76%	77%	83%	82%
Term-to-Term Retention Rate	55%	61%	62%	65%
Persistence Rate	27%	33%	34%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

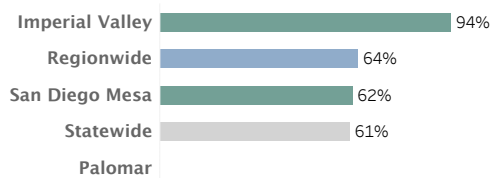
Course Retention Rate (2015-16)



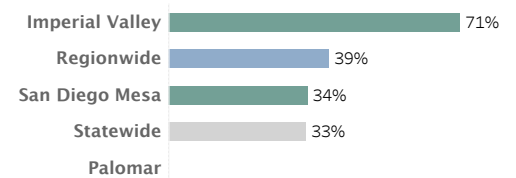
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Civil and Construction Management Technology
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	4	6	5	5
Certificate 18 to < 30 semester units	4	6	6	5
Grand Total	8	12	11	10

of Students Who Earned Associate Degrees
(2016-17)

Southwestern
San Diego Mesa

of Students Who Earned a Degree or Certificate
(2016-17)

Southwestern
San Diego Mesa

of Students Who Earned a Locally-Issued
Certificate (2016-17)

Southwestern
San Diego Mesa

0
0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

Southwestern
San Diego Mesa

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Civil and Construction Management Technology
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	87%	88%	80%
% of Students Who Attained a Living Wage	2014-15	73%	83%	82%
% Median Change in Earnings	2014-15	26%	16%	21%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Institution Name San Diego Mesa	TOP6 Program Title Construction Inspection	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Construction and Building Inspectors <input checked="" type="checkbox"/> First-Line Supervisors of Construction Trades and Extraction Workers		

TOP6 Code	TOP6 Program Title	Institution Name
095720	Construction Inspection	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
09401	Building Construction: Inspection	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Construction Inspection
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Construction Inspection 1,002

30

For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 972 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
First-Line Supervisors of Construction Trades and Extraction Workers	826
Construction and Building Inspectors	176
Grand Total	1,002

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	10
San Diego Mesa	10
Southwestern	10
Grand Total	30

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
First-Line Supervisors of Construction Trades and Extraction Workers	HS diploma/equiv.	None	\$26.16	\$35.36
Construction and Building Inspectors	HS diploma/equiv.	Moderate-term OJT	\$25.20	\$34.79

TOP6 Program Title: Construction Inspection
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Southwestern	Grand Total
Associate Degree	4	2	3	9
Certificate 18 to < 30 semester units	6	7	7	20
Certificate 30 to < 60 semester units		1		1
Grand Total	10	10	10	30

TOP6 Program Title: Construction Inspection
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

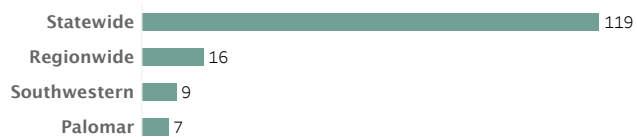
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Construction Inspection
College: San Diego Mesa

Academic Year
2015-16

Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Construction Inspection
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	1	2	3	2
Certificate 30 to < 60 semester units	0	0	1	0
Certificate 18 to < 30 semester units	7	7	6	7
Grand Total	8	9	10	9

of Students Who Earned Associate Degrees
(2016-17)

Southwestern
San Diego Mesa
Palomar

of Students Who Earned a Degree or Certificate
(2016-17)

Southwestern
San Diego Mesa
Palomar

of Students Who Earned a Locally-Issued
Certificate (2016-17)

Southwestern
San Diego Mesa
Palomar

0
0
0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

Southwestern
San Diego Mesa
Palomar

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Construction Inspection
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	88%	90%	
% of Students Who Attained a Living Wage	2014-15	72%	86%	
% Median Change in Earnings	2014-15	30%	35%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:095700
Top Code Description: Civil and Construction Management Technology
Degrees and Certificates offered: AS, Certificate in Construction Management

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

First-Line Supervisors of Construction Trades and Extraction Workers; Construction Managers, with a supply gap of 1272 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

Greater emphasis on sustainability and environmental compliance. Courses are reviewed on a 2-year cycle for currency.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College prepares students for participation and success in the construction industry, with an emphasis in the practical application of skills and knowledge to construction management and related construction efforts. Applicability it to both work in the San Diego Area and the construction arena outside of San Diego.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Currently there is a supply gap of 1284 jobs in our area.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The following has been taken from the COE Program Fact Sheets:

- Demand for courses has remained relatively steady for the 5-years of data provided.
 - San Diego Mesa has shown a 5.2% reduction in “Unique Headcount” and a 10.6% increase in “Duplicated Headcount”
- Mesa College has a much larger head count than either Palomar or Imperial Valley
 - Duplicated Headcount
 - Mesa = 365
 - Palomar = 60
 - Imperial Valley = 50
 - Unique Headcount
 - Mesa = 180
 - Palomar = 46
 - Imperial Valley = 37
- Course Retention Rate for Mesa is shown as 94% versus a Statewide average of 89%
- Course Success Rate for Mesa is shown as 83% versus a Statewide average of 77%
- Term-to-Term Retention and Persistence rates slightly below region-wide rates and slightly above the Statewide rates
- % of students who obtained a job closely related to field of study is shown as 80%
- % if students who attained a “Living Wage” is shown as 82%
- % Median Change in Earnings is shown as 21% for Mesa versus 16% for the Region

The following data is provided from San Diego Mesa College Program Review Enrollment and Enrollment Trends Dashboard

- Over the Fall 2014 to Fall 2018 period average class size has increased from 26.2 to 31.7
- Over the Fall 2014 to Fall 2018 period average fill rate has increased from 82% to 99%
- Latinx students comprise 32% of all students in the program
- Female students represent 23% of the students in the program (versus approximately 10% in industry)
- The program is very diverse with regards to the age of the students participating in the program
 - 18-24 years old = 17%
 - 25-29 years old = 18%
 - 30-39 years old = 32%
 - 40-49 years old = 13%
 - 50 years & older = 19%

The students within the population with greater life experience and greater workplace experience form the core of our student population and also provide more informed feedback on the applicability of our courses to their success.

Institution Name San Diego Mesa	TOP6 Program Title Medical Assisting	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Medical Assistants		

TOP6 Code	TOP6 Program Title	Institution Name
120800	Medical Assisting	San Diego Mesa



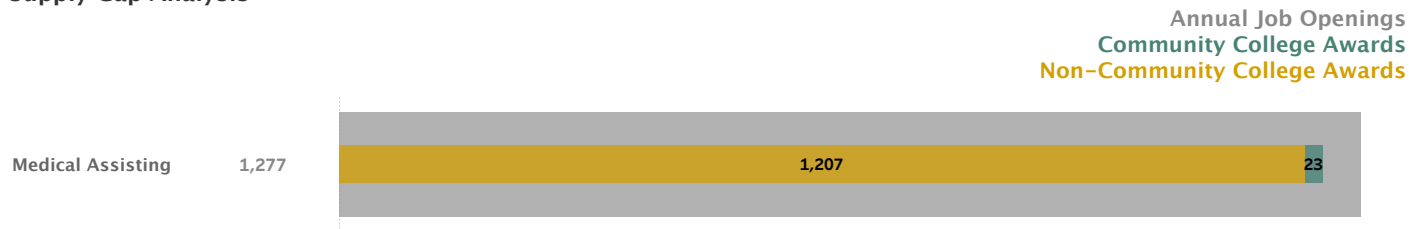
Catalog

Control Number	Catalog Name	Goal	Award
22312	Medical Assisting	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Medical Assisting
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 47 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Medical Assistants	1,277
Grand Total	1,277

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
San Diego Mesa	23
Advanced Training Associates	61
Brightwood College–Chula Vista	147
Brightwood College–San Diego	140
Brightwood College–Vista	240
California College San Diego	148
CET–San Diego	26
Concorde Career College–San Diego	181
Pima Medical Institute–Chula Vista	173
United Education Institute–Chula Vista	54
United Education Institute–UEI College S.	37
Grand Total	1,230

Education, Training, and Wages

Occupation	Typical Entry–Level Education	Typical On–The–Job Training	25th Pct. Wage	Median Wage
Medical Assistants	Postsecondary nondeg. awd.	None	\$15.33	\$17.41

TOP6 Program Title: Medical Assisting
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Mesa	Advanced Training Associates	Brightwood College–Chula Vista	Brightwood College–San Diego	Brightwood College–Vista	California College San Diego	CET–San Diego	Concorde Career College–San Diego	Pima Medical Institute–Chula Vista	United Education Institute–Chula Vista	United Education Institute–UEI College San Marcos	Grand Total
Associate degree	7	3				148						158
Award 1 < 2 academic yrs			147	140	240		26		173	54	37	817
Award < 1 academic yr		58						181				239
Certificate 18 to < 30 semester units	15											15
Certificate 30 to < 60 semester units	1											1
Grand Total	23	61	147	140	240	148	26	181	173	54	37	1,230

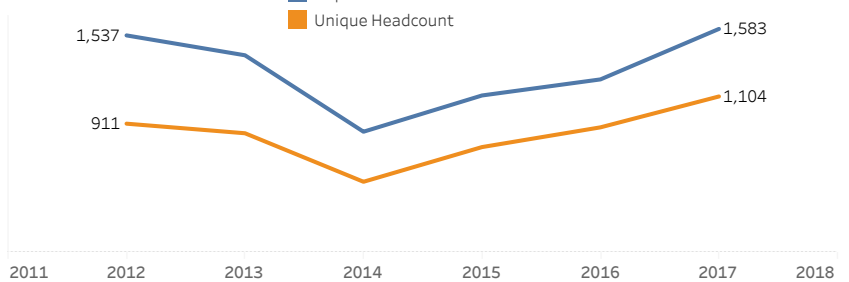
TOP6 Program Title: Medical Assisting
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

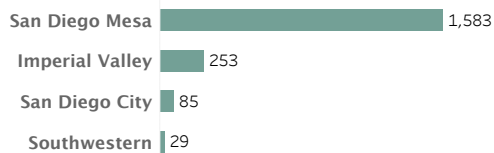
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	1,537	911	38
2012-13	1,396	843	38
2013-14	854	499	38
2014-15	1,111	745	34
2015-16	1,225	885	38
2016-17	1,583	1,104	45

Enrollment Trends

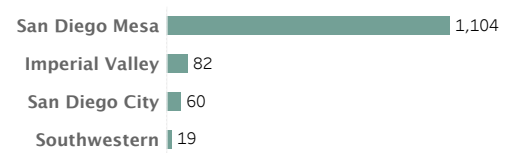


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

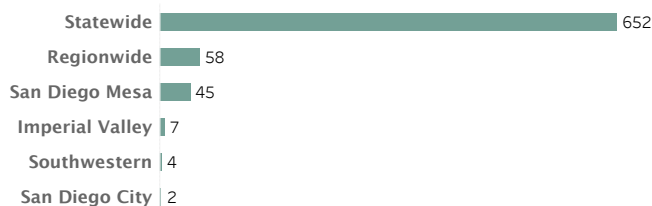
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Medical Assisting
College: San Diego Mesa

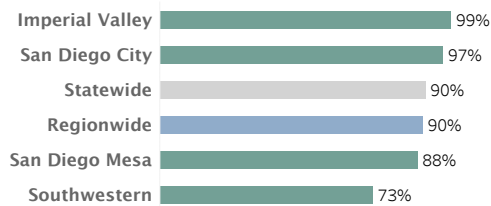
Academic Year
2015-16

Metric

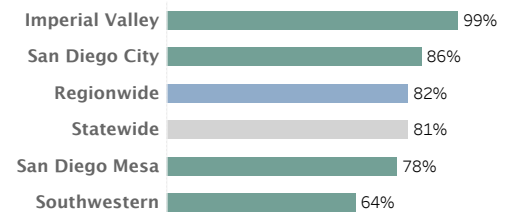
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	83%	88%	88%	91%
Course Success Rate	76%	79%	78%	80%
Term-to-Term Retention Rate	57%	55%	58%	54%
Persistence Rate	39%	32%	33%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

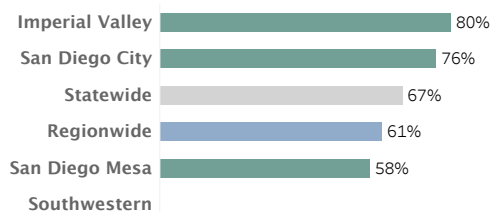
Course Retention Rate (2015-16)



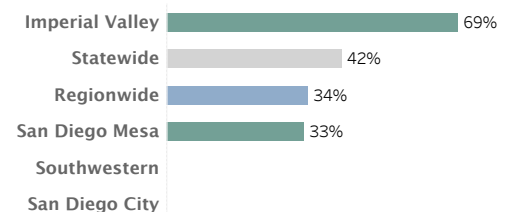
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Medical Assisting
College: San Diego Mesa

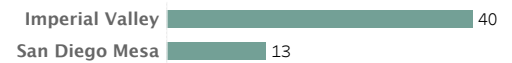
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	6	5	10	7
Certificate 30 to < 60 semester units	0	3	0	1
Certificate 18 to < 30 semester units	17	16	13	15
Grand Total	23	24	23	23

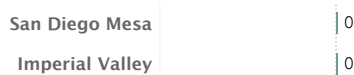
of Students Who Earned Associate Degrees
(2016-17)



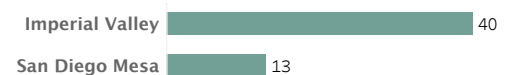
of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Medical Assisting
College: San Diego Mesa

Academic Year
2014-15

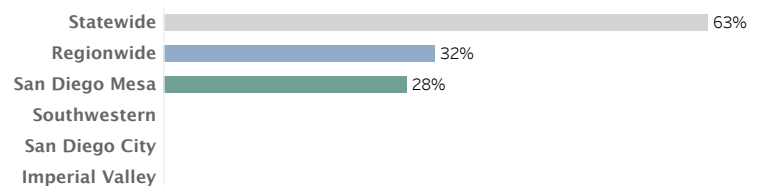
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	65%	60%	100%
% of Students Who Attained a Living Wage	2014-15	40%	52%	54%
% Median Change in Earnings	2014-15	63%	32%	28%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:120800
Top Code Description: Medical Assisting
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for medical assistants in San Diego County is 1,277. San Diego Mesa College has awarded an average of 23 degrees or certificates per year over the last 3 years. Non-Community colleges have awarded an average of 1,207 degrees or certificates over the last 3 years. There is a supply gap of 47 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Medical Assisting program has not been able to increase the cohort size due to the limitations in acquiring more sites for DCP placement.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of 1,583 for number course enrollments. The unique headcount is 1,104 and the number of course sections is 652 for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 47 jobs. The Medical Assisting program is meeting less than 2% of the supply for the annual job openings (1,277). The program cohort size will not be able to increase to help meet the demand without more clinical site placements.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The success rates for the program was 78% for 2015-2016, and increased to 80% for 2016-2017. Both are below the rates for the state and region. These numbers represent all students taking medical assisting courses, including those not in the program. Many students take medical assisting courses for other programs. The retention rate for 2015-2016 was 88% and increased to 91% for 2016-2017. Both are at or slightly below the rates for the state and region. The percentage of students who obtained a job closely related to their field of study was 100% (2014-2015). This exceeds statewide and regional percentages at 65% and 60% respectfully. The percentage of students who attained a living wage was 54% (2014-2015). This exceeds statewide and regional percentages at 40% and 52% respectfully.

Institution Name San Diego Mesa	TOP6 Program Title Health Information Technology	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Medical Records and Health Information Technicians		

TOP6 Code	TOP6 Program Title	Institution Name
122300	Health Information Technology	San Diego Mesa



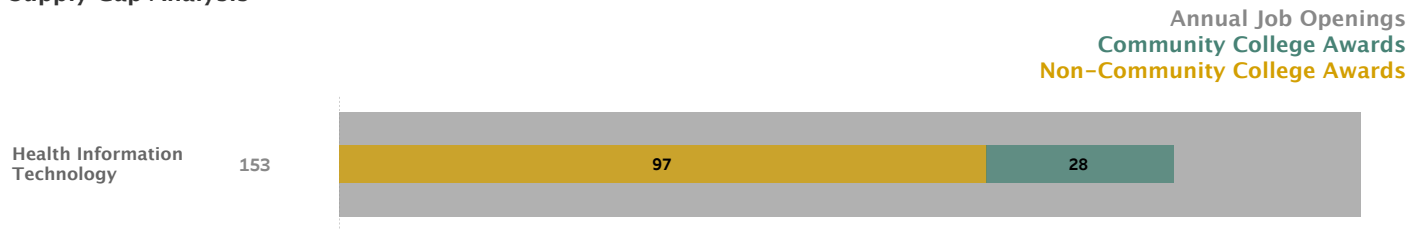
Catalog

Control Number	Catalog Name	Goal	Award
05348	Health Information Technology	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Health Information Technology
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 28 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Medical Records and Health Information Technicians	153
Grand Total	153

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
San Diego Mesa	28
Brightwood College-San Diego	20
Concorde Career College-San Diego	77
Grand Total	125

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Medical Records and Health Information Technicians	Postsecondary nondeg. awd.	None	\$16.88	\$21.61

TOP6 Program Title: Health Information Technology
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Mesa	Brightwood College-San Diego	Concorde Career College-San Diego	Grand Total
Associate degree	28	20		48
Award < 1 academic yr			77	77
Grand Total	28	20	77	125

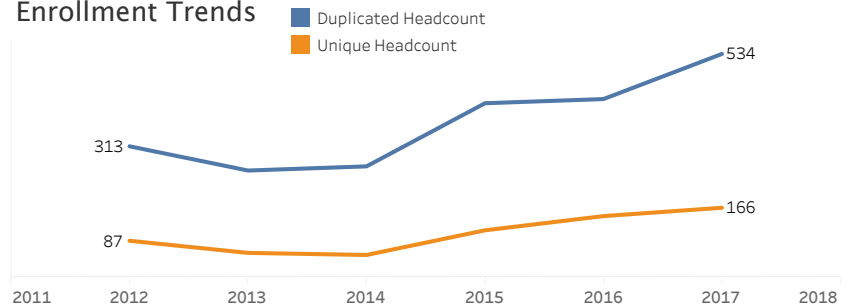
TOP6 Program Title: Health Information Technology
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

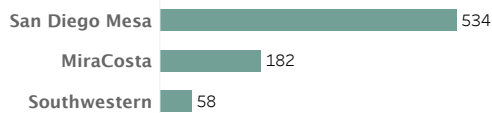
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	313	87	16
2012-13	255	58	13
2013-14	265	53	14
2014-15	416	112	16
2015-16	426	146	17
2016-17	534	166	25

Enrollment Trends

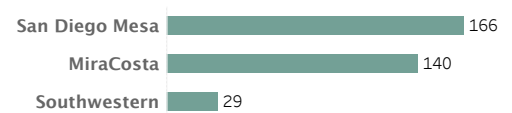


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Health Information Technology
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	97%	98%	94%	94%
Course Success Rate	96%	95%	91%	90%
Term-to-Term Retention Rate	88%	81%	72%	82%
Persistence Rate	68%	59%	58%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Health Information Technology
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	20	33	31	28
Grand Total	20	33	31	28

of Students Who Earned Associate Degrees
(2016-17)

San Diego Mesa  31

of Students Who Earned a Degree or Certificate
(2016-17)

San Diego Mesa  31

of Students Who Earned a Locally-Issued
Certificate (2016-17)

San Diego Mesa  0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

San Diego Mesa  0

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Health Information Technology
College: San Diego Mesa

Academic Year
2014-15

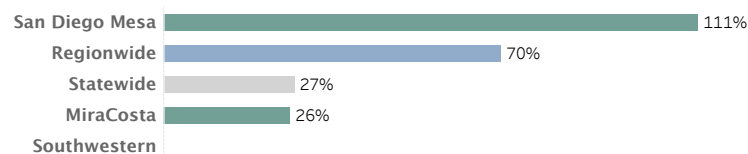
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	73%	75%	75%
% of Students Who Attained a Living Wage	2014-15	61%	46%	52%
% Median Change in Earnings	2014-15	27%	70%	111%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:122300
Top Code Description: Health Information Technology
Degrees and Certificates offered: Associate Degree

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for medical records and health information technicians in San Diego County is 153. San Diego Mesa College has awarded an average of 28 degrees per year over the last 3 years. Non-Community colleges have awarded an average of 97 degrees over the last 3 years. There is a supply gap of 28 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Health Information Technology program has received feedback from employers they would like more qualified coders to fill open positions. A coding certificate program is being developed in response to these industry needs.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section III of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of 534 for number course enrollments. The unique headcount is 166 and the number of course sections is 25 for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 28 jobs. The HEIT program is meeting only 20% of the supply for the annual job openings (153). Since this report, we have doubled the size of the original cohort from 32 to 64 students, starting in 2016-17 in response to the need.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The success rate of the program is over 90%. By having dedicated cohorts of students, the persistence and retention rates are the highest for all schools, region and statewide. Retention rate is 72% compared to 71% regionwide and 69% statewide. The persistence rate is 58% compared to 47% regionwide and 45% statewide and only 40% at MiraCosta. These rates will continue to increase as the cohort model is developed and strengthened. Mesa College has the only CAHIIM (externally) accredited program in the region and has an outstanding reputation with industry and employers.

Institution Name San Diego Mesa	TOP6 Program Title Radiologic Technology	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Radiologic Technologists		

TOP6 Code	TOP6 Program Title	Institution Name
122500	Radiologic Technology	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22313	Radiologic Technology	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Radiologic Technology
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Radiologic Technology 116



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 52 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation

Radiologic Technologists

116

Grand Total

116

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name

San Diego Mesa

37

Pima Medical Institute–Chula Vista

27

Grand Total

64

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Radiologic Technologists	Associate degree	None	\$27.97	\$37.44

TOP6 Program Title: Radiologic Technology
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Mesa	Pima Medical Institute-Chula Vista	Grand Total
Associate Degree	16	27	43
Certificate 30 to < 60 semester units	20		20
Certificate 60+ semester units	1		1
Grand Total	37	27	64

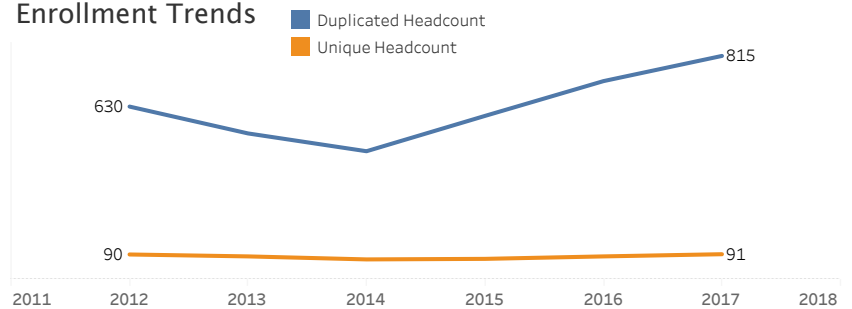
TOP6 Program Title: Radiologic Technology
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	630	90	28
2012-13	532	83	27
2013-14	467	72	27
2014-15	596	74	29
2015-16	723	83	36
2016-17	815	91	36

Enrollment Trends



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments
(2016-17)

San Diego Mesa  815

Unique Headcount: # of Students Who Took 1+
Courses (2016-17)

San Diego Mesa  91

Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Radiologic Technology
College: San Diego Mesa

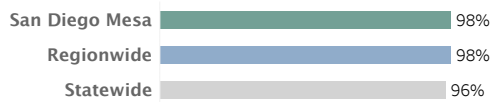
Academic Year
2015-16

Metric

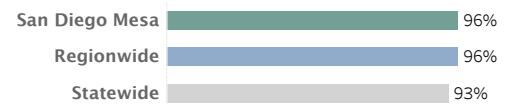
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	99%	97%	98%	99%
Course Success Rate	96%	95%	96%	98%
Term-to-Term Retention Rate	87%	96%	92%	98%
Persistence Rate	47%	49%	45%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

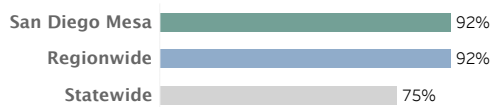
Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Radiologic Technology
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	15	20	14	16
Certificate 30 to < 60 semester units	19	20	20	20
Certificate 60+ semester units	0	0	2	1
Grand Total	34	40	36	37

of Students Who Earned Associate Degrees
(2016-17)

San Diego Mesa  14

of Students Who Earned a Degree or Certificate
(2016-17)

San Diego Mesa  22

of Students Who Earned a Locally-Issued
Certificate (2016-17)

San Diego Mesa  0

of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)

San Diego Mesa  22

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Radiologic Technology
College: San Diego Mesa

Academic Year
2014-15

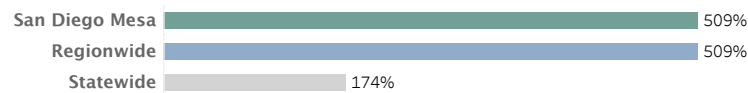
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	92%	100%	100%
% of Students Who Attained a Living Wage	2014-15	75%	100%	100%
% Median Change in Earnings	2014-15	174%	509%	509%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:12255

Top Code Description: Radiologic Technology

Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current annual job openings for radiologic technologists in San Diego County are 119 positions. San Diego Mesa College has awarded 37 degrees or certificates/ year over the last 3 years. Non-Community colleges have awarded an average of 27 degrees or certificates/year over the last 3 years. There is a supply gap of 52 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Radiologic Technology program has not been able to increase the cohort size due to the limitations in acquiring more sites for DCP placement.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of 815 for number course enrollments. The unique headcount is 91 and the number of course sections is 36 for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 52 jobs annually. The Radiologic Technology program is meeting about 55% of the supply for the annual job openings. The program cohort size will not be able to increase to help meet the demand without more clinical site placements.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The program course retention rate is consistently high at 99% (2013-14), 97% (2014-15), 98% (2015-16) and 99% in (2016-17). The program saw an increase in term-to-term retention rates from 87% in (2013-14) to 98% in (2016-17). Both metrics are above the statewide rates and on par with the region. The percentage of students who obtained a job closely related to their field of study was 100% (2014-15). This exceeds statewide percentages at 92% and mirrors regional percentages. The percentage of students who attained a living wage was 100% (2014-15). This exceeds statewide percentages at 75% and mirrors the regional percentage. The percentage of median change in earnings is 509% at Mesa and regionally, which is well above the statewide average of 174%.

Institution Name San Diego Mesa	TOP6 Program Title Dental Assistant	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Dental Assistants		

TOP6 Code	TOP6 Program Title	Institution Name
124010	Dental Assistant	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22314	Dental Assisting: RDA, CDA	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Dental Assistant
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 546 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Dental Assistants	607
Grand Total	607

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	32
San Diego Mesa	29
Grand Total	61

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Dental Assistants	Postsecondary nondeg. awd.	None	\$15.64	\$17.68

TOP6 Program Title: Dental Assistant
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Grand Total
Associate Degree	9	6	15
Certificate 18 to < 30 semester units		1	1
Certificate 30 to < 60 semester units	23	22	45
Grand Total	32	29	61

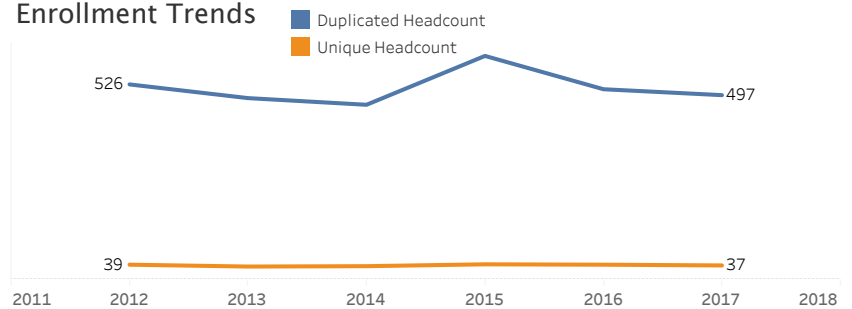
TOP6 Program Title: Dental Assistant
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	526	39	28
2012-13	489	34	29
2013-14	471	35	30
2014-15	603	40	33
2015-16	513	39	38
2016-17	497	37	32

Enrollment Trends

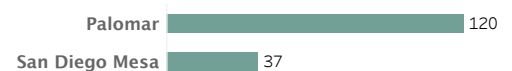


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

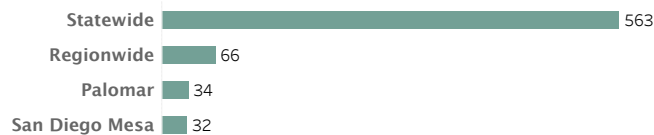
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Dental Assistant
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	97%	96%	95%	96%
Course Success Rate	93%	94%	94%	93%
Term-to-Term Retention Rate				
Persistence Rate				

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



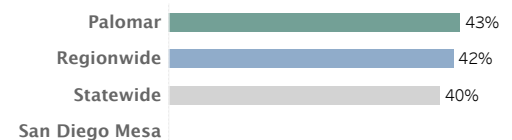
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Dental Assistant
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	4	5	9	6
Certificate 30 to < 60 semester units	24	24	19	22
Certificate 18 to < 30 semester units	0	0	1	0
Grand Total	28	29	29	28

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Dental Assistant
College: San Diego Mesa

Academic Year
2014-15

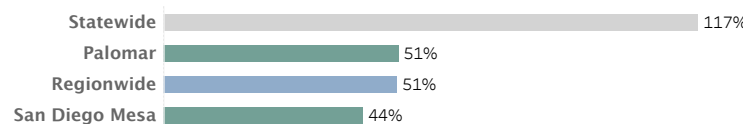
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	82%	89%	80%
% of Students Who Attained a Living Wage	2014-15	40%	41%	48%
% Median Change in Earnings	2014-15	117%	51%	44%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:124010

Top Code Description: Dental Assisting

Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for dental assistants in San Diego County is 607. San Diego Mesa College has awarded an average of 29 degrees or certificates per year over the last 3 years. Palomar Community College has awarded 32 degrees or certificates, which gives a total of 61 degrees or certificates per year over the last 3 years. There is a supply gap of 546 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

The Dental Assisting program has not been able to increase the cohort size due to our accreditation standards. Our goal is to include a second cohort to assist in the need in our community for dental assistants.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of 497 for number course enrollments. The unique headcount is 37 and the number of course sections is 32 for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 546 jobs. The Dental Assisting program is meeting 4.7% of the supply for the annual job openings (607). Our goal is to include a second cohort in order to meet the demand for dental assistants in our community.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The Dental Assisting Program at San Diego Mesa College, in 2016-2017, had a course retention rate of 96% and a success course rate of 93%. Therefore, once our students are in the program they are retained and are successful. Since the supply gap is 546 jobs, our intent is to have multiple cohorts of students to meet the needs of our community and still maintain accreditation requirements. The Dental Assisting program would like to offer an evening cohort of students. This additional cohort would allow students who are working to further their education and earn a degree or certification in dental assisting. In addition, our Advisory Committee recommended a dental business administrative (front office) certification program to assist with the supply gap, as dental assistants in the front office.

Institution Name San Diego Mesa	TOP6 Program Title Interior Design and Merchandising	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Interior Designers <input checked="" type="checkbox"/> Set and Exhibit Designers		

TOP6 Code	TOP6 Program Title	Institution Name
130200	Interior Design and Merchandising	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
19630	Interior Design	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Interior Design and Merchandising
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 144 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Interior Designers	164
Set and Exhibit Designers	11
Grand Total	175

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	8
San Diego Mesa	23
Grand Total	31

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Interior Designers	Bachelor's deg.	None	\$18.65	\$21.49
Set and Exhibit Designers	Bachelor's deg.	None	\$21.28	\$24.05

TOP6 Program Title: Interior Design and Merchandising
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Grand Total
Associate Degree	3	7	10
Certificate 6 to < 18 semester units	1		1
Certificate 18 to < 30 semester units	4		4
Certificate 30 to < 60 semester units		16	16
Grand Total	8	23	31

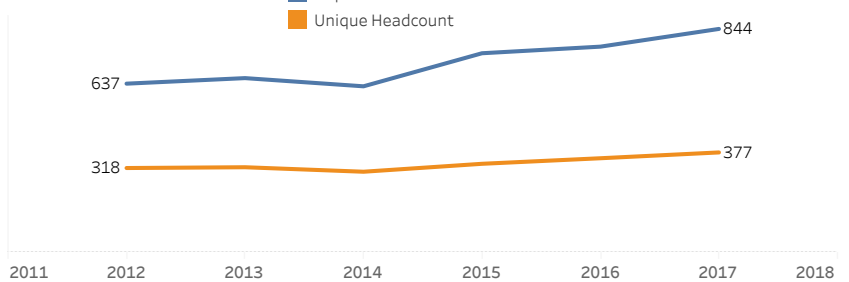
TOP6 Program Title: Interior Design and Merchandising
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	637	318	33
2012-13	658	321	35
2013-14	627	304	33
2014-15	752	334	38
2015-16	777	355	41
2016-17	844	377	44

Enrollment Trends



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

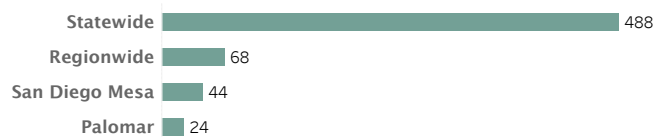
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Interior Design and Merchandising
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	87%	87%	92%	89%
Course Success Rate	77%	76%	85%	80%
Term-to-Term Retention Rate	72%	70%	71%	74%
Persistence Rate	51%	46%	54%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Interior Design and Merchandising
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	3	8	9	7
Certificate 30 to < 60 semester units	10	22	15	16
Grand Total	13	30	24	23

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Interior Design and Merchandising
College: San Diego Mesa

Academic Year
2014-15

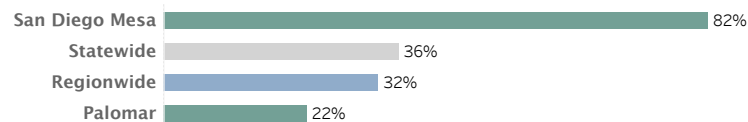
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	71%	91%	100%
% of Students Who Attained a Living Wage	2014-15	50%	59%	54%
% Median Change in Earnings	2014-15	36%	32%	82%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code:130200
Top Code Description: Interior Design and Merchandising
Degrees and Certificates offered: AS, Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the Program Fact Sheets, the annual job openings for interior designers and set/exhibit designers are 175 on average. San Diego Mesa College has awarded 23 students a year on average. There is a supply gap of 144 annually.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- Interior design program has continued efforts on providing the latest industry standard software and training. In 2018, new interior design facilities introduced Podium, a photorealistic rendering software, by implementing in existing courses and hosting supplemental workshops. Additionally, based on advisory committee panel feedback, full-time faculty are conducting preliminary research into the existing hardware capabilities necessary for acquiring industry-standard 3D-rendering software program Enscape.
- In the 2019 advisory committee meeting, industry professionals emphasised that hand sketching skills are still relevant in the current design field. Interior design program planned two portfolio workshops to provide additional hands-on training to students.
- Another emphasis that advisory committee members made was the need of public speaking skills. Interior design facilities added requirements of verbal presentations with industry professionals for INTE 105 and 205 courses.
- In responses to the changing industry needs, interior design faculties introduced different housing types such as ADU (Accessory Dwelling Unit), related regulations, and opportunities for interior designers in INTE 115 and 145 courses.
- Based on the advisory committee advice, interior design program intends to increase students' knowledge in construction methods and details. INTE 145 course conducted a field trip to a construction site in 2018.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

- The Interior Design program uniquely prepares students who are returning to school through emphasizing the learning of industry-standard software programs such as Revit, AutoCAD, SketchUp, Podium, and Adobe Creative Suite, most of which are not offered through other Interior Design programs in the region.
- The Work Experience course prepares students for entry-level Interior Design positions through providing internship opportunities with real-world practicing designers and leading Interior and Architectural firms throughout the region. Approximately 50% of all graduating students complete the Work Experience course.
- Mesa Interior Design program provides Kitchen and Bath design course, which is a vocational course not typically offered in universities. In 2018, Mesa College was chosen as the College of the year among national candidate schools .
- The Mesa Interior Design Club offers students with complementary training opportunities like volunteering, leadership and through regional and national student design competitions.
- Many Mesa College Interior Design students have earned bachelor's and/or master's degrees prior to enrollment. Our program requirement of 60 core units leading to an Associate's Degree qualifies students to take the 2 leading certification exams (NCIDQ AND IDEX) upon graduation without needing to transfer to a 4 year program.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

Currently there is a supply gap of 144 jobs in our area. The employment rate for our graduates, according to the Perkins core indicator, is over 70%. We are currently in a healthy job market and continue to monitor recommendations from our advisory committee to increase the employability of our graduates. For example, staying current with industry-standard software and trends, promoting the internship course, planning supplemental workshops and engaging with practicing Interior Designers for guest lectures and student project critique.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

Overall our program enrollment and completion rates have remained strong over a 5 year period. Our course retention rate is 92% which is higher than the statewide average of 88%. Our course success rate is 85%, which is higher than the statewide average of 78%. The statewide average of students who obtained a job closely related to their field of study is 71%, while for our program the rate is 100%. Regrettably, the percentage of Mesa students who are able to attain a living wage is much lower, at

54%. The statewide average in this category is even lower, at 50%. Because Interior Design is still considered an 'emerging profession', we expect to see ability to earn a living wage increase as more eligible graduates successfully earn professional certification such as NCIDQ and CID (Certified Interior Designer).

Institution Name San Diego Mesa	TOP6 Program Title Fashion Design	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Fashion Designers		

TOP6 Code	TOP6 Program Title	Institution Name
130310	Fashion Design	San Diego Mesa



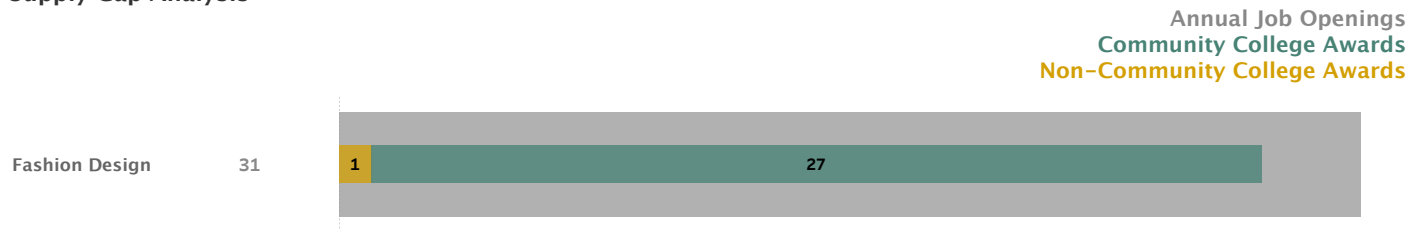
Catalog

Control Number	Catalog Name	Goal	Award
19627	Computer Fashion Technology: Design	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
19629	Fashion Design	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Fashion Design
County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 3 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Fashion Designers	31
Grand Total	31

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	8
San Diego Mesa	19
Argosy University–The Art Institute of California–San Diego	1
Grand Total	28

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Fashion Designers	Bachelor's deg.	None	\$24.67	\$29.32

TOP6 Program Title: Fashion Design
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Argosy University– The Art Institute of California–San Diego	Grand Total
Associate Degree	6	9	1	16
Certificate 30 to < 60 semester units	2	10		12
Grand Total	8	19	1	28

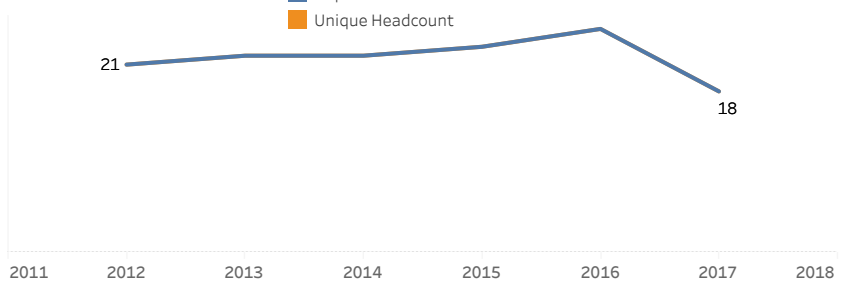
TOP6 Program Title: Fashion Design
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	21	21	1
2012-13	22	22	1
2013-14	22	22	1
2014-15	23	23	1
2015-16	25	25	1
2016-17	18	18	1

Enrollment Trends



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Duplicated Headcount: # Course Enrollments
(2016-17)

San Diego Mesa 18

Unique Headcount: # of Students Who Took 1+
Courses (2016-17)

San Diego Mesa 18

Course Sections (2016-17)

Statewide	563
San Diego Mesa	1
Regionwide	1

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Design
College: San Diego Mesa

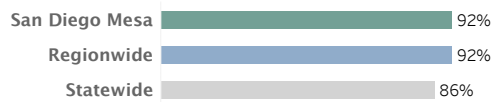
Academic Year
2015-16

Metric

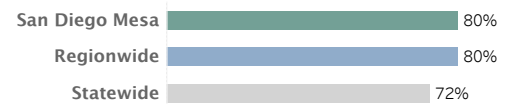
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	86%	87%	92%	83%
Course Success Rate	68%	78%	80%	78%
Persistence Rate	61%	65%	64%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



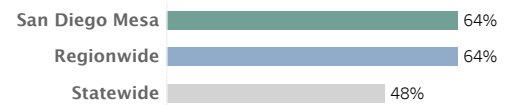
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Design
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	3	13	10	9
Certificate 30 to < 60 semester units	4	14	12	10
Grand Total	7	27	22	19

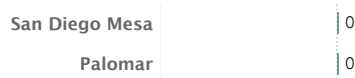
of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



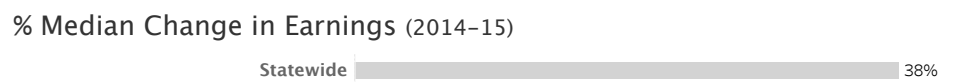
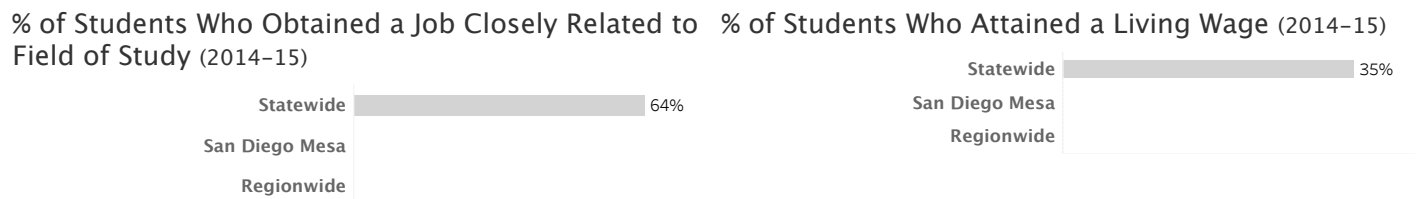
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Design
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	64%		
% of Students Who Attained a Living Wage	2014-15	35%		
% Median Change in Earnings	2014-15		38%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Codes: 130310, 130330
Top Code Description: Fashion Design, Fashion Production
Degrees and Certificates offered: <ul style="list-style-type: none">- Computer Fashion Technology: Design (Associate Degree and Certificate of Achievement)- Fashion Design (Associate Degree and Certificate of Achievement)

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the fact sheets we were provided, the current demand for Fashion Designers is 31 positions. However, this does not take into account the numerous other related jobs that our students are able to attain given the skills they obtain while earning their degree/certificate. Fashion Design majors are hired as Costume Designers, Stylists, Wardrobe Managers, Assistant Designers, Textile Fabric Colorists, etc. San Diego Mesa College has awarded an average of 19 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 4.5 degrees or certificates over the last 3 years, however we expect this number to go down due to the recent closure of the Art Institute of San Diego and Fashion Careers College. According to the fact sheet we were provided, there is a supply gap of 3 jobs, however there are numerous other jobs not accounted for due to the limited scope that this LMI used to obtain their data.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Fashion program has met with our Advisory Board on a regular basis to update our curriculum to meet the needs of industry.
- We maintain our class offerings, to the best of our ability as a result of budget cuts, to allow our students the opportunity to fulfill the Fashion Design skill requirements.
- We have added new courses to the program to address the rise in the Costuming and Cosplay side of the industry, including Costume Development and Costume Understructures.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College is the only school in the San Diego Community College District that has a Fashion Program. Due to recent private school closures, we are now also the only fashion program in the San Diego area. Mesa has a duplicate headcount of 18 students for number course enrollments. The unique headcount is also 18 students and the number of course sections is 563 statewide for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

The supply gap for Fashion Designers is currently 3 jobs. However this gap is most likely much larger, due to the varied titles for Fashion Design jobs, which are not captured by this Program Fact Sheet. The Fashion Program at Mesa is meeting 61% of the supply for the annual job openings for 'Fashion Designers'. Unfortunately, with budget cuts throughout our District, we have had to reduce the number of classes offered within our program. This means that we are impeding our students' progress and therefore expect that our number of degrees/certificates awarded may go down. Hence, we need to continue to grow in order to meet the demands of the industry.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

The success rates for the program was 80% for 2015-2016, and the retention rate for 2015-2016 was 92%. Both are at, or slightly above, the rates for the state and region. Since we had fewer than 10 students who were awarded degrees in the year given (2014-2015), we are unable to discern where our numbers fall in relation to the percentage of students who obtained a job closely related to their field of study. The statewide percentage for students who obtained a job closely related to their field of study was 64%. There was no regionwide data provided. The percentage of San Diego Mesa students who attained a living wage was not compiled for (2014-2015), nor was it compiled for regionwide. Unfortunately, statewide, only 35% earn a living wage. However, we feel this may be due to the fact that fashion design related jobs encompass far more job titles than simply Fashion Design, which was all that this fact sheet captured.

Institution Name San Diego Mesa	TOP6 Program Title Fashion Merchandising	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Merchandise Displayers and Window Trimmers		

TOP6 Code	TOP6 Program Title	Institution Name
130320	Fashion Merchandising	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
09415	Fashion Merchandising	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
19631	Computer Fashion Technology: Merchandising	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Fashion Merchandising
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards

Fashion Merchandising 73



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 22 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Merchandise Displayers and Window Trimmers	73
Grand Total	73

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	17
San Diego Mesa	10
Argosy University–The Art Institute of California–San Diego	3
FIDM–Fashion Institute of Design & Merchandising–San Diego	21
Grand Total	51

Education, Training, and Wages

Occupation	Typical Entry–Level Education	Typical On–The–Job Training	25th Pct. Wage	Median Wage
Merchandise Displayers and Window Trimmers	HS diploma/equiv.	Short-term OJT	\$11.26	\$14.27

TOP6 Program Title: Fashion Merchandising
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Argosy University–The Art Institute of California–San Diego	FIDM–Fashion Institute of Design & Merchandising–San Diego	Grand Total
Associate degree	9	4	2	21	36
Award 1 < 2 academic yrs			1		1
Certificate 18 to < 30 semester units	7	2			9
Certificate 30 to < 60 semester units	1	4			5
Grand Total	17	10	3	21	51

TOP6 Program Title: Fashion Merchandising
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.


Duplicated Headcount: # Course Enrollments
(2016-17)

Palomar  186

Unique Headcount: # of Students Who Took 1+
Courses (2016-17)

Palomar  108

Course Sections (2016-17)

Statewide  141
Regionwide  10
Palomar  10

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Merchandising
College: San Diego Mesa

Academic Year
2015-16

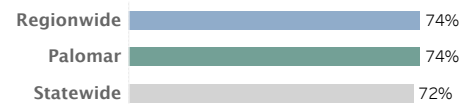
Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

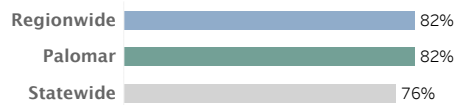
Course Retention Rate (2015-16)



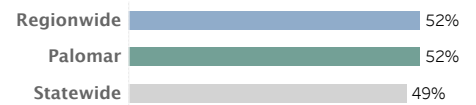
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Merchandising
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	5	0	6	4
Certificate 30 to < 60 semester units	3	4	6	4
Certificate 18 to < 30 semester units	5	0	0	2
Grand Total	13	4	12	10

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



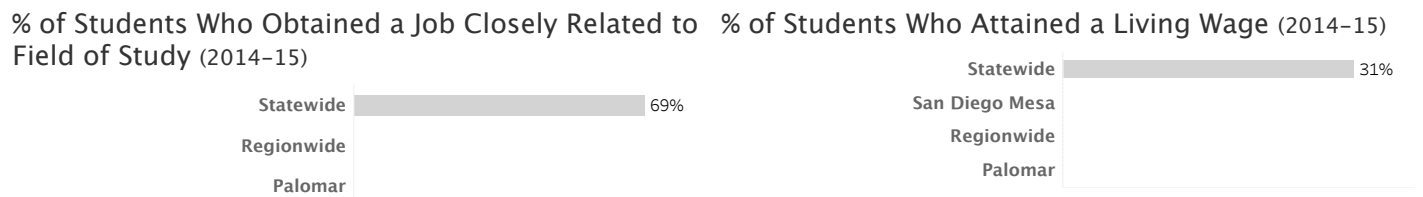
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Fashion Merchandising
College: San Diego Mesa

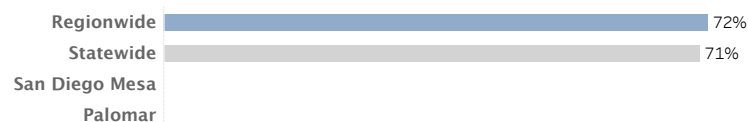
Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	69%		
% of Students Who Attained a Living Wage	2014-15	31%		
% Median Change in Earnings	2014-15	71%	72%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 130320, 130330, Fashion Production
Top Code Description: Fashion Merchandising, Fashion Production
Degrees and Certificates offered: <ul style="list-style-type: none">- Computer Fashion Technology: Merchandising (Associate Degree and Certificate of Achievement)- Fashion Merchandising (Associate Degree and Certificate of Achievement)

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

According to the fact sheets we were provided, the current demand for Fashion Merchandisers and Window Trimmers is 73 positions. However, this does not take into account the numerous other related jobs that our students are able to attain given the skills they obtain while earning their degree/certificate. Fashion Merchandising majors are hired as Stylists, Assistant Managers, Production Coordinators, Brand Managers, Buyers, Marketing / Social Media Assistants, Product Developers. San Diego Mesa College has awarded an average of 10 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 13.6 degrees or certificates over the last 3 years, however we expect this number to go down due to the recent closure of the Art Institute of San Diego and the upcoming closure of FIDM. According to the fact sheet we were provided, there is a supply gap of 22 jobs, however there are numerous other jobs not accounted for due to the limited scope of job titles that this fact sheet covered.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Fashion program has met with our Advisory Board on a regular basis to update our curriculum to meet the needs of industry.
- We maintain our class offerings, to the best of our ability as a result of budget cuts, to allow our students the opportunity to fulfill the Fashion Merchandising skill requirements.
- We have added new courses to our program to meet the growing need for digital marketing and small business creation: E-Commerce and Product Development.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College is the only school in the San Diego Community College District that has a Fashion Program. Due to recent private school closures, we are now also the only fashion program in the San Diego area. Mesa's duplicate and unique headcount were not compiled for the 2016-2017 year. The number of course sections is 141 statewide for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

The supply gap for Fashion Merchandisers and Window Trimmers is currently 22 jobs. However this gap is most likely much larger, due to the varied titles for Fashion Merchandising jobs, which are not captured by this Program Fact Sheet. The Fashion Program at Mesa is meeting 13% of the supply for the annual job openings for 'Fashion Merchandisers and Window Trimmers'. Unfortunately, with budget cuts throughout our District, we have had to reduce the number of classes offered within our program. This means that we are impeding our students' progress and therefore expect that our number of degrees/certificates awarded may go down. Therefore, we will be meeting even less of the demand for jobs. Hence, we need to continue to grow in order to meet the demands of the industry.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

The success rates for the program were not compiled for 2015-2016. The retention rate was also not compiled for 2015-2016. Statewide, there is a success rate of 72% and regionwide, the success rate is 74%. The retention rate for statewide and regionwide were 85% and 83% respectively. Since we had fewer than 10 students who were awarded degrees in the year given (2014-2015), we are unable to discern where our numbers fall in relation to the percentage of students who obtained a job closely related to their field of study. The statewide percentage for students who obtained a job closely related to their field of study was 69%. There was no regionwide data provided. The percentage of San Diego Mesa students who attained a living wage was not compiled for (2014-2015), nor was it compiled for regionwide. Unfortunately, statewide, only 31% earn a living wage. However, we feel this may be due to the fact that fashion merchandising related jobs encompass far more job titles than simply Fashion Merchandiser or Window Trimmer, which was all that this fact sheet captured.

Institution Name San Diego Mesa	TOP6 Program Title Preschool Age Child	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Childcare Workers <input checked="" type="checkbox"/> Preschool Teachers, Except Special Education		

TOP6 Code	TOP6 Program Title	Institution Name
130540	Preschool Age Child	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
05352	Child Development	Career Technical Education (CTE) and Transfer	A.S. Degree
12097	Child Development Associate Teacher	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
12098	Child Development Teacher	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
12099	Child Development Master Teacher	Career Technical Education (CTE) and Transfer	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Preschool Age Child
County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of 2,151 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Childcare Workers	1,781
Preschool Teachers, Except Special Education	563
Grand Total	2,344

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Cuyamaca	37
San Diego City	52
San Diego Continuing Education	27
San Diego Mesa	27
San Diego Miramar	50
Grand Total	193

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Childcare Workers	HS diploma/equiv.	Short-term OJT	\$8.23	\$10.50
Preschool Teachers, Except Special Education	Associate degree	None	\$12.60	\$14.45

TOP6 Program Title: Preschool Age Child
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Cuyamaca	San Diego City	San Diego Continuing Education	San Diego Mesa	San Diego Miramar	Grand Total
Associate Degree	23	26		14	18	81
Certificate 6 to < 18 semester units		26				26
Certificate 18 to < 30 semester units				11	30	41
Certificate 30 to < 60 semester units	14			2	2	18
Noncredit award 192 to < 288 hours			27			27
Grand Total	37	52	27	27	50	193

TOP6 Program Title: Preschool Age Child
College: San Diego Mesa

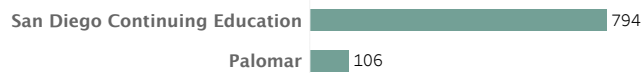
Academic Year
2016-17

Enrollment Trends

Enrollment Trends

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

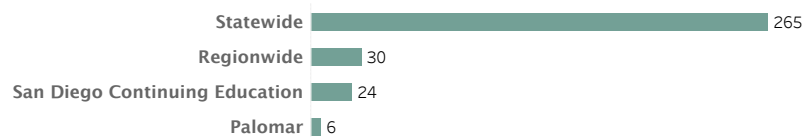
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Preschool Age Child
College: San Diego Mesa

Academic Year
2015-16

Metric

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

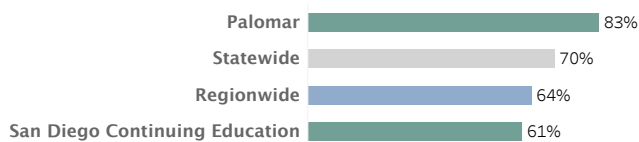
Course Retention Rate (2015-16)



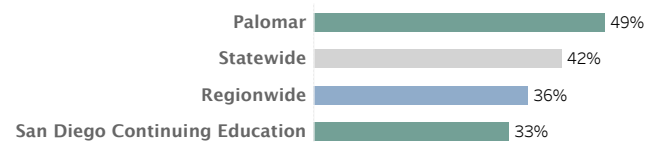
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



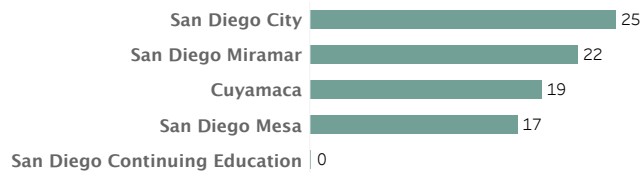
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Preschool Age Child
College: San Diego Mesa

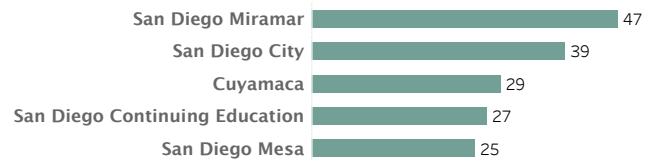
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	14	10	17	14
Certificate 30 to < 60 semester units	1	1	3	2
Certificate 18 to < 30 semester units	6	12	15	11
Grand Total	21	23	35	27

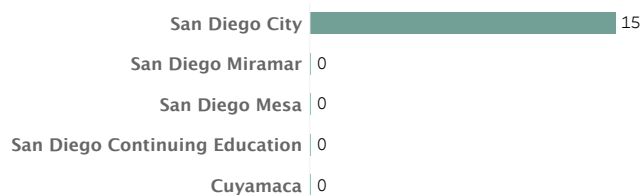
of Students Who Earned Associate Degrees (2016-17)



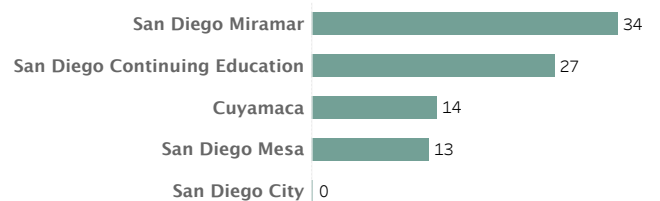
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

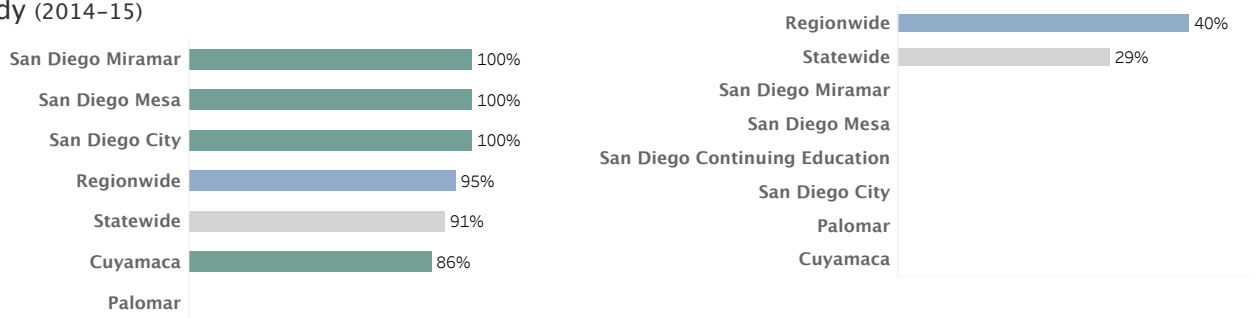
TOP6 Program Title: Preschool Age Child
College: San Diego Mesa

Academic Year
2014-15

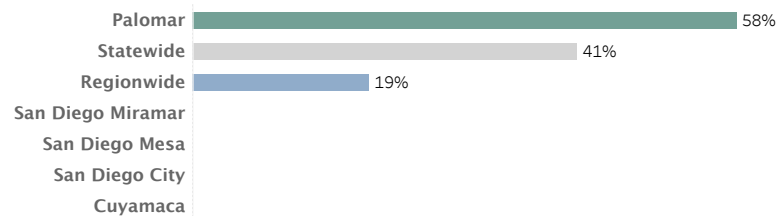
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	91%	95%	100%
% of Students Who Attained a Living Wage	2014-15	29%	40%	
% Median Change in Earnings	2014-15	41%	19%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 130540
Top Code Description: Preschool Age Children
Degrees and Certificates offered: Associates Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current demand for Childcare Workers and Preschool Teachers in San Diego County is high at 2,344 for a 5 year average. San Diego Mesa College has awarded an average of 27 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 166 degrees or certificates over the last 3 years. There is a supply gap of 2,151 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Child Development Programs across the San Diego Community College District have met on a regular basis to update our curriculum to meet the needs of industry
- We maintain our class offerings, to the best of our ability as a result budget cuts, to allow our students the opportunity to fulfill the Child Development Permit Matrix requirements.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

San Diego Mesa College has a duplicate headcount of fewer than 10 students for number course enrollments. The unique headcount is also fewer than 10 students and the number of course sections is 265 statewide for 2016-2017.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

The supply gap is currently 2, 151 jobs. The Child Development Program at Mesa is number of classes offered within our program. We certainly have room to grow to meet the demands of the industry.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The success rates for the program was 79% for 2015-2016, and the retention rate for 2015-2016 was 86%. Both are at, or slightly below, the rates for the state and region. The percentage of students who obtained a job closely related to their field of study was 100% (2014-2015). This exceeds statewide and regional percentages at 9% and 5% respectfully. The percentage of students who attained a living wage was not compiled for (2014-2015). Unfortunately, regionwide, only 40% earn a living wage. However, this is significantly higher than the statewide average of 29%

Institution Name San Diego Mesa	TOP6 Program Title Nutrition, Foods, and Culinary Arts	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Chefs and Head Cooks <input checked="" type="checkbox"/> Dietetic Technicians <input checked="" type="checkbox"/> Dietitians and Nutritionists <input checked="" type="checkbox"/> First-Line Supervisors of Food Preparation and Serving Workers		

TOP6 Code	TOP6 Program Title	Institution Name
130600	Nutrition, Foods, and Culinary Arts	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22316	Nutrition	Career Technical Education (CTE) and Transfer	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
22317	Nutrition & Fitness	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
35656	Nutrition and Dietetics	Transfer (All ADTs and Certificates of Achievement for CSU GE Breadth and IGETC)	A.S. T Degree

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Nutrition, Foods, and Culinary Arts

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations,
there is a(n) **Supply Gap** of **1,946** jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
First-Line Supervisors of Food Preparation and Serving Workers	1,610
Chefs and Head Cooks	250
Dietitians and Nutritionists	77
Dietetic Technicians	36
Grand Total	1,973

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
San Diego Continuing Education	7
San Diego Mesa	20
Grand Total	27

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
First-Line Supervisors of Food Preparation and Serving Workers	HS diploma/equiv.	None	\$12.62	\$16.52
Chefs and Head Cooks	HS diploma/equiv.	None	\$16.82	\$22.14
Dietitians and Nutritionists	Bachelor's deg.	Internship/residency	\$30.14	\$34.88
Dietetic Technicians	Associate degree	None	\$11.70	\$13.46

TOP6 Program Title: Nutrition, Foods, and Culinary Arts
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	San Diego Continuing Education	San Diego Mesa	Grand Total
Associate Degree		10	10
Certificate 18 to < 30 semester units		10	10
Noncredit award 48 to < 96 hours	4		4
Noncredit award < 48 hours	3		3
Grand Total	7	20	27

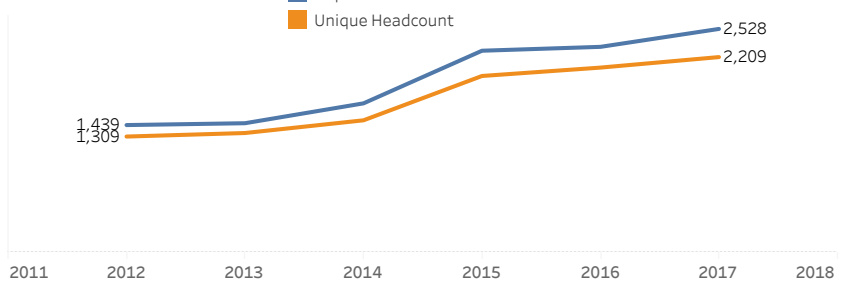
TOP6 Program Title: Nutrition, Foods, and Culinary Arts
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

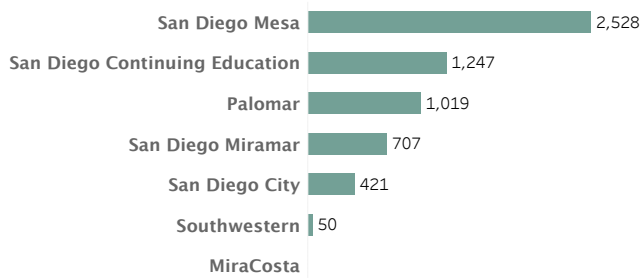
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	1,439	1,309	39
2012-13	1,460	1,349	45
2013-14	1,685	1,493	50
2014-15	2,281	1,995	64
2015-16	2,325	2,090	67
2016-17	2,528	2,209	78

Enrollment Trends

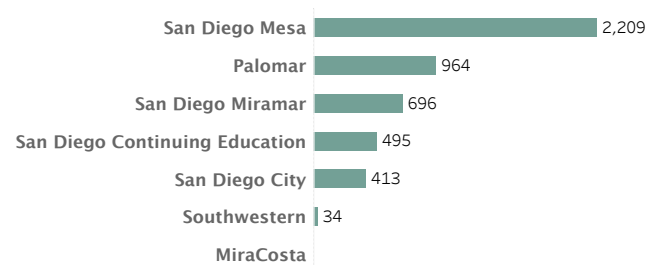


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

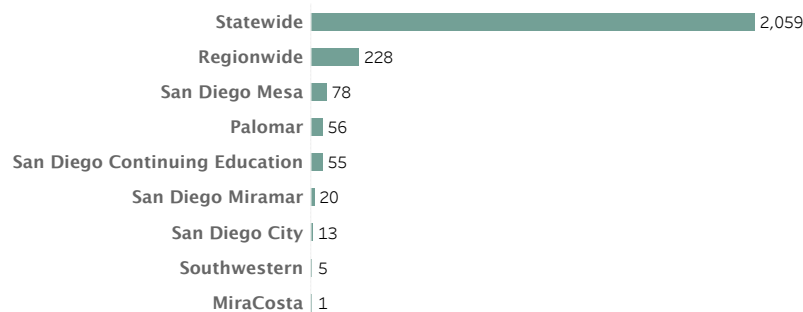
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Nutrition, Foods, and Culinary Arts
College: San Diego Mesa

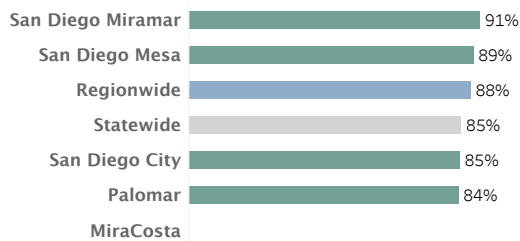
Academic Year
2015-16

Metric

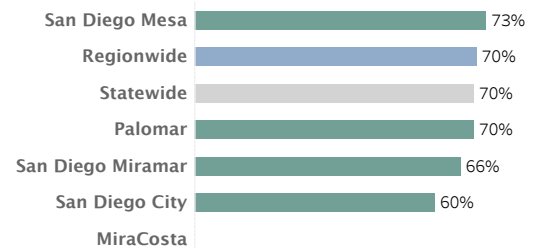
	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	91%	90%	89%	90%
Course Success Rate	73%	75%	73%	73%
Term-to-Term Retention Rate	70%	65%	68%	70%
Persistence Rate	45%	43%	43%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

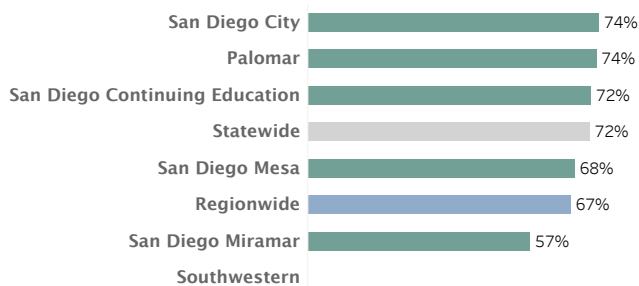
Course Retention Rate (2015-16)



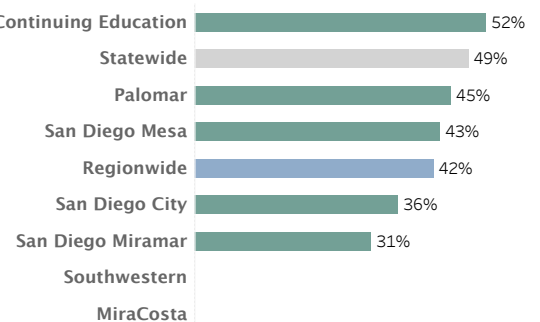
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Nutrition, Foods, and Culinary Arts
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	14	8	9	10
Certificate 18 to < 30 semester units	14	7	10	10
Grand Total	28	15	19	20

of Students Who Earned Associate Degrees (2016-17)

San Diego Continuing Education	0
San Diego Mesa	

of Students Who Earned a Degree or Certificate (2016-17)

San Diego Continuing Education	11
San Diego Mesa	10

of Students Who Earned a Locally-Issued Certificate (2016-17)

San Diego Mesa	0
San Diego Continuing Education	0

of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)

San Diego Continuing Education	11
San Diego Mesa	10

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

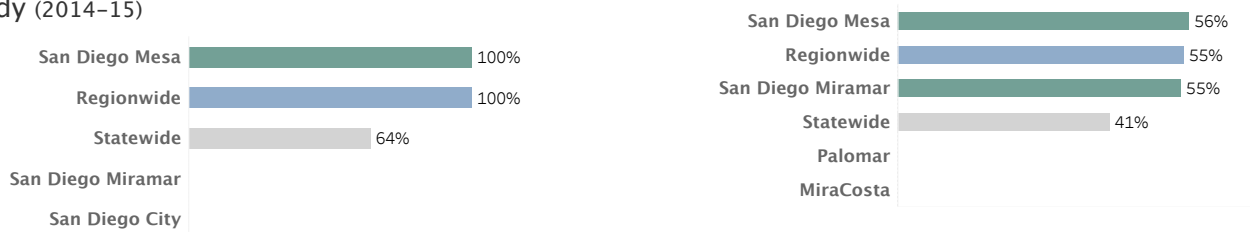
TOP6 Program Title: Nutrition, Foods, and Culinary Arts
College: San Diego Mesa

Academic Year
2014-15

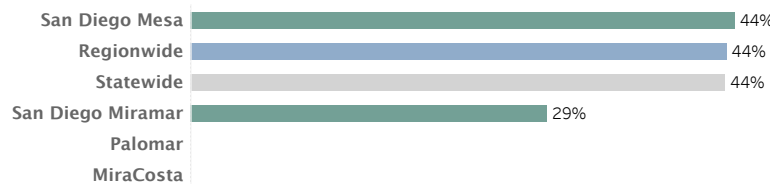
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	64%	100%	100%
% of Students Who Attained a Living Wage	2014-15	41%	55%	56%
% Median Change in Earnings	2014-15	44%	44%	44%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

% of Students Who Obtained a Job Closely Related to Field of Study (2014-15) % of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 130600
Top Code Description: Nutrition, Foods and Culinary Arts
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

The current annual job openings in San Diego/Imperial counties for Dietitians and Nutritionists is 77, this is based on a 5 year average. At Mesa College, our program awards 20 AS or Certificates in Nutrition every year to help meet the undergraduate requirements for Nutrition majors at the college/university level.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- Mesa College had planned to develop a Certified Dietary Manager certificate to help students prepare to take the national exam and become a Certified Dietary Manager. This was in response to recent, changing federal law requiring upgraded training.
- Due to low enrollment and requirements by the nationally accrediting Association of Nutrition & Food Service Professionals, we had to cancel the program.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

Mesa College is the only college in the San Diego Community College district that provides a full Nutrition program. The majority of our majors transfer to a 4 yr institution to get their BS in Nutrition. We have the largest enrollment of any community college in San Diego/Imperial counties with growing enrollments of a Duplicated Headcount of 2,528 and a Unique Headcount of 2,209. In 2016-17, Mesa College offered the highest number of course sections at 78 with Palomar College following at 56 sections.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Students in our Nutrition program must transfer to a 4 year institution to continue their education to become a dietitian. The Nutrition program at SDSU is impacted; however, our transfer students contribute to the number of graduates going on to become dietitians.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

Completion of our program will not enable students to find employment. At a minimum, students must have a BS degree in Nutrition to find employment. For this reason, we do not have an Advisory Committee.

Institution Name San Diego Mesa	TOP6 Program Title Culinary Arts	County San Diego
Occupation(s) that students would qualify for after completing this program: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chefs and Head Cooks <input checked="" type="checkbox"/> Cooks, All Other <input checked="" type="checkbox"/> Cooks, Institution and Cafeteria <input checked="" type="checkbox"/> Cooks, Private Household <input checked="" type="checkbox"/> Cooks, Restaurant <input checked="" type="checkbox"/> First-Line Supervisors of Food Preparation and Serving Workers 		

TOP6 Code	TOP6 Program Title	Institution Name
130630	Culinary Arts	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
22318	Culinary Arts: Culinary Management	Career Technical Education (CTE) and Transfer	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Culinary Arts

County: San Diego

Supply Gap Analysis

Annual Job Openings
Community College Awards
Non-Community College Awards



For the selected TOP6 code and occupations, there is a(n) **Supply Gap** of 4,322 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Cooks, Restaurant	2,824
First-Line Supervisors of Food Preparation and Serving Workers	1,610
Cooks, Institution and Cafeteria	503
Chefs and Head Cooks	250
Cooks, All Other	41
Cooks, Private Household	2
Grand Total	5,230

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Grossmont	104
Palomar	1
San Diego Continuing Education	521
San Diego Mesa	44
Southwestern	22
Argosy University–The Art Institute of California–San Diego	127
San Diego Culinary Institute	89
Grand Total	908

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Cooks, Restaurant	No formal ed cred.	Moderate-term OJT	\$11.81	\$13.51
First-Line Supervisors of Food Preparation and Serving Workers	HS diploma/equiv.	None	\$12.62	\$16.52
Cooks, Institution and Cafeteria	No formal ed cred.	Short-term OJT	\$12.68	\$14.37
Chefs and Head Cooks	HS diploma/equiv.	None	\$16.82	\$22.14
Cooks, All Other	No formal ed cred.	Moderate-term OJT	\$14.49	\$17.06
Cooks, Private Household	Postsecondary nondeg. awd.	None	\$16.53	\$19.26

TOP6 Program Title: Culinary Arts
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Grossmont	Palomar	San Diego Continuing Education	San Diego Mesa	Southwestern	Argosy University–The Art Institute of California–San Diego	San Diego Culinary Institute	Grand Total
Associate degree	22			18	9	114		163
Award 1 < 2 academic yrs						13	15	28
Award < 1 academic yr							74	74
Certificate 6 to < 18 semester units		1		1	2			4
Certificate 12 to < 18 semester units	55							55
Certificate 18 to < 30 semester units					4			4
Certificate 30 to < 60 semester units	27			25	7			59
Noncredit award 96 to < 144 hours			400					400
Noncredit award 192 to < 288 hours			46					46
Noncredit								

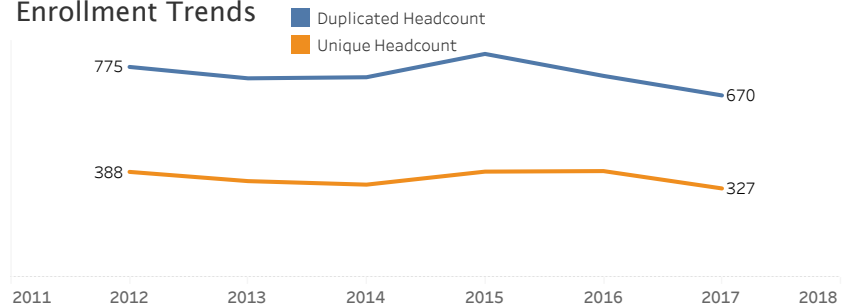
TOP6 Program Title: Culinary Arts
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

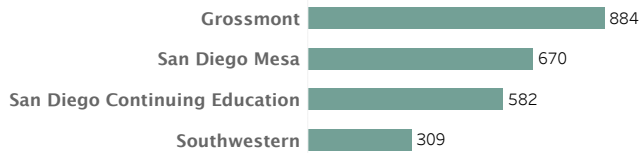
	Duplicated Headcount	Unique Headcount	Course Sections
2011-12	775	388	24
2012-13	733	354	27
2013-14	737	341	29
2014-15	823	389	28
2015-16	742	391	33
2016-17	670	327	30

Enrollment Trends

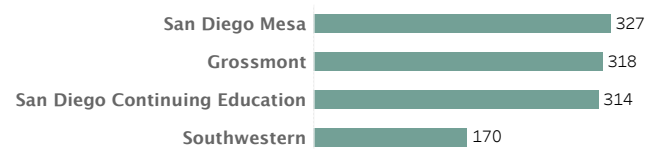


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

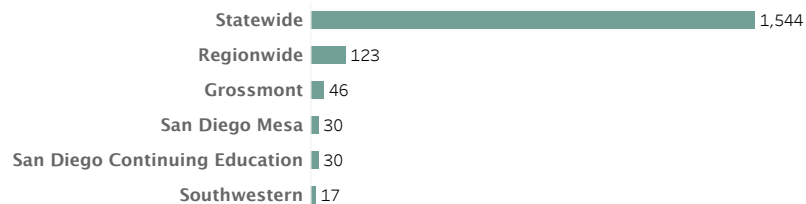
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Culinary Arts
College: San Diego Mesa

Academic Year
2015-16

Metric

	2013-14	2014-15	2015-16	2016-17
Course Retention Rate	92%	90%	92%	90%
Course Success Rate	80%	75%	77%	78%
Term-to-Term Retention Rate	77%	75%	65%	77%
Persistence Rate	52%	41%	44%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

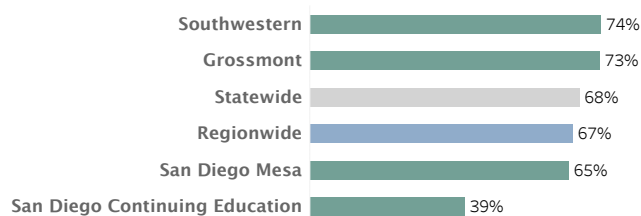
Course Retention Rate (2015-16)



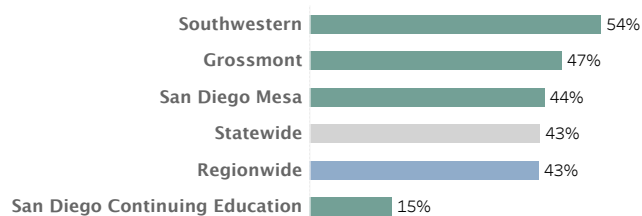
Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



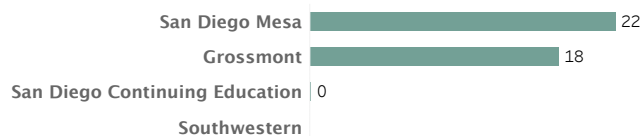
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Culinary Arts
College: San Diego Mesa

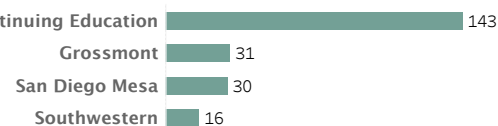
Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	13	18	22	18
Certificate 6 to < 18 semester units	0	1	0	0
Certificate 30 to < 60 semester units	25	29	21	25
Grand Total	38	48	43	43

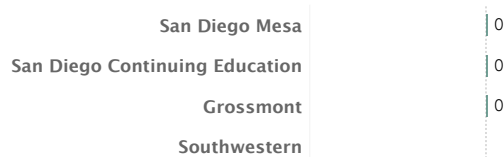
of Students Who Earned Associate Degrees (2016-17)



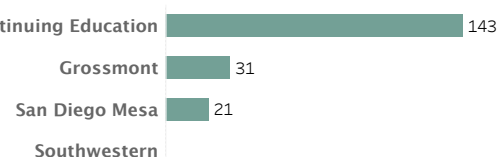
of Students Who Earned a Degree or Certificate (2016-17)



of Students Who Earned a Locally-Issued Certificate (2016-17)



of Students Who Earned a Chancellor's Office Approved Certificate (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

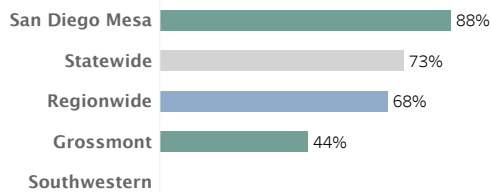
TOP6 Program Title: Culinary Arts
College: San Diego Mesa

Academic Year
2014-15

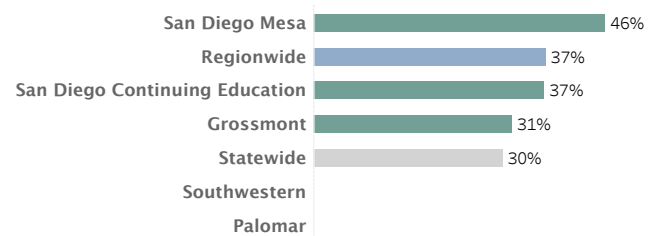
Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	73%	68%	88%
% of Students Who Attained a Living Wage	2014-15	30%	37%	46%
% Median Change in Earnings	2014-15	59%	63%	90%

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

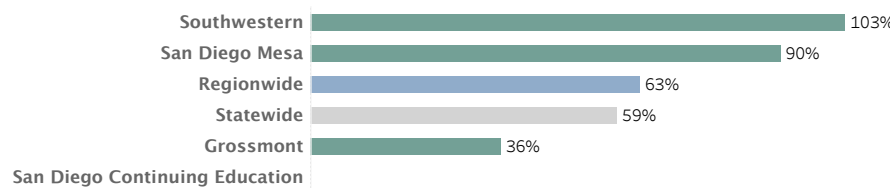
% of Students Who Obtained a Job Closely Related to Field of Study (2014-15)



% of Students Who Attained a Living Wage (2014-15)



% Median Change in Earnings (2014-15)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 130630
Top Code Description: CACM
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

Annual job openings on a 5year average 5,230 in San Diego county. SD Mesa College has awarded 44 degrees or certificates per year for the past 3 years. Community college programs have awarded 22 degrees compared to Mesa's 18 degrees over the past three years. Two of the private colleges closed this past year driving students towards other regional programs. The supply gap is 4,322 jobs.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- Mesa CACM program is working on new curriculum in the field of Advanced pastry
- Faculty are developing a program for returning industry experts to be retrained or advanced training in specialized areas
- Mesa faculty are working on implementing new course materials in the fields of fermentation, sustainability, dairy processing, chocolate, sugar, mass hotel convention production, live-fire cooking, farming, agriculture
- Mesa CACM has purchased and implemented successfully new technology in the lecture and lab classrooms reducing cost to students and providing more real-life training scenarios

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

SD Mesa CACM program offers certificates at 30 <60 units and degrees. The other significant campus is awarding more short term certificates than degrees. Mesa CACM is focused on the total training of new industry workers. The program trains students to have a full range of skills to help provide more job opportunities in the industry.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
(*Recommendation: refer to Section II of the Program Fact Sheet*)

Mesa CACM needs to drive the program further by implementing the industry trends faster and proper tools/equipment. The advisor committee can assist in the areas that need immediate attentions to close the supply gap 4,322. Providing a complete program of basic and advanced skills are crucial to maintaining partnerships and job opportunities to Mesa Culinary students. The advisory committee can assist in providing industry trends and guidance to what returning industry workers will need to stay competitive in the workplace.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. (*Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet*)

The data is representative of the program's past history. The program has adapted and developed partnerships to increase student industry awareness, inclusiveness and success. The program has introduced new material, course changes and developing new program course tracks to offer more pathways to industry. The retention rate in 2016-17 is high with 90% with no data for persistence rate. Award levels have increased over the past 3 years. The program contributes that to the industry partnerships and new course materials. CACM provides a high range of job opportunities for the students. Mesa students are above statewide ranges in job related and % of living wage being 11% higher than that of the statewide numbers. % of median change in earnings is 27% above statewide percentages. Mesa CACM will continue to build partnerships and curriculum to keep student skills at the top of the job placements.

Institution Name San Diego Mesa	TOP6 Program Title Geographic Information Systems	County San Diego
Occupation(s) that students would qualify for after completing this program: <input checked="" type="checkbox"/> Computer Occupations, All Other <input checked="" type="checkbox"/> Surveying and Mapping Technicians		

TOP6 Code	TOP6 Program Title	Institution Name
220610	Geographic Information Systems	San Diego Mesa



Catalog

Control Number	Catalog Name	Goal	Award
12200	Geographic Information Systems	CTE (Limited to programs in CTE TOP codes other than ADTs)	A.S. Degree
36565	GIS Technician	CTE (Limited to programs in CTE TOP codes other than ADTs)	Certificate of Achievement: 12 to fewer than 18 semester(or 18 to fewer than 27 quarter) units

Refer to the Chancellor's Office Curriculum Inventory for the full list of catalog names by TOP code

TOP6 Program Title: Geographic Information Systems

County: San Diego

Supply Gap Analysis



For the selected TOP6 code and occupations, there is a(n) **Supply Gap** of 512 jobs.

Annual Job Openings – 5 Yr Avg (Demand)

Occupation	
Computer Occupations, All Other	477
Surveying and Mapping Technicians	63
Grand Total	540

Annual Program Awards – 3 Yr Avg (Supply)

Institution Name	
Palomar	18
San Diego Mesa	8
Southwestern	2
Grand Total	28

Education, Training, and Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct. Wage	Median Wage
Computer Occupations, All Other	Bachelor's deg.	None	\$28.64	\$41.30
Surveying and Mapping Technicians	HS diploma/equiv.	Moderate-term OJT	\$23.10	\$27.42

TOP6 Program Title: Geographic Information Systems
County: San Diego

Annual Program Awards – 3 Yr Avg (Supply)

Award Level	Palomar	San Diego Mesa	Southwestern	Grand Total
Associate Degree	3	2		5
Certificate 6 to < 18 semester units	7	6	1	14
Certificate 18 to < 30 semester units	8		1	9
Grand Total	18	8	2	28

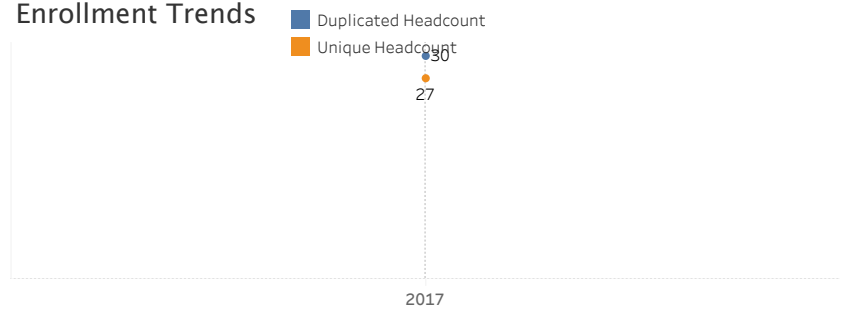
TOP6 Program Title: Geographic Information Systems
College: San Diego Mesa

Academic Year
2016-17

Enrollment Trends

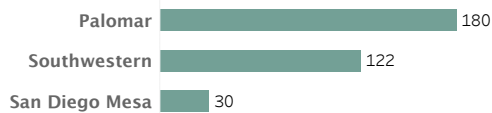
	Duplicated Headcount	Unique Headcount	Course Sections
2016-17	30	27	2

Enrollment Trends

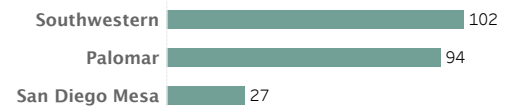


Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

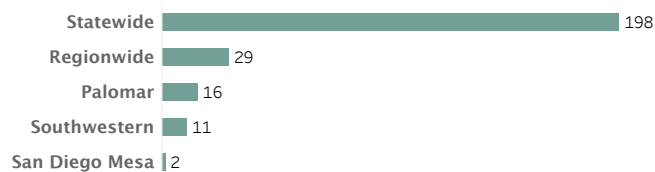
Duplicated Headcount: # Course Enrollments (2016-17)



Unique Headcount: # of Students Who Took 1+ Courses (2016-17)



Course Sections (2016-17)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Geographic Information Systems
College: San Diego Mesa

Academic Year
2015-16

Metric

	2016-17
Course Retention Rate	90%
Course Success Rate	87%
Persistence Rate	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Course Retention Rate (2015-16)



Course Success Rate (2015-16)



Term-to-Term Retention Rate (2015-16)



Persistence Rate (2015-16)



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Geographic Information Systems
College: San Diego Mesa

Academic Year
2016-17

Award Level	2014-15	2015-16	2016-17	Latest 3-Yr Avg
Associate Degree	1	3	2	2
Certificate 6 to < 18 semester units	9	6	4	6
Grand Total	10	9	6	8

of Students Who Earned Associate Degrees
(2016-17)



of Students Who Earned a Degree or Certificate
(2016-17)



of Students Who Earned a Locally-Issued
Certificate (2016-17)



of Students Who Earned a Chancellor's Office
Approved Certificate (2016-17)



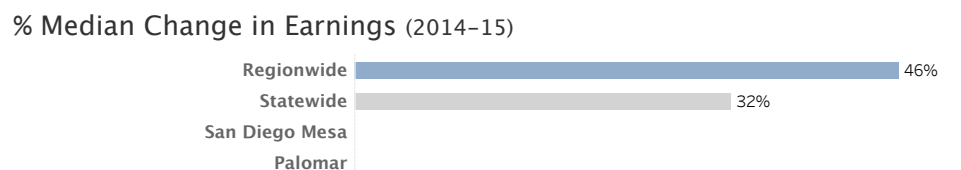
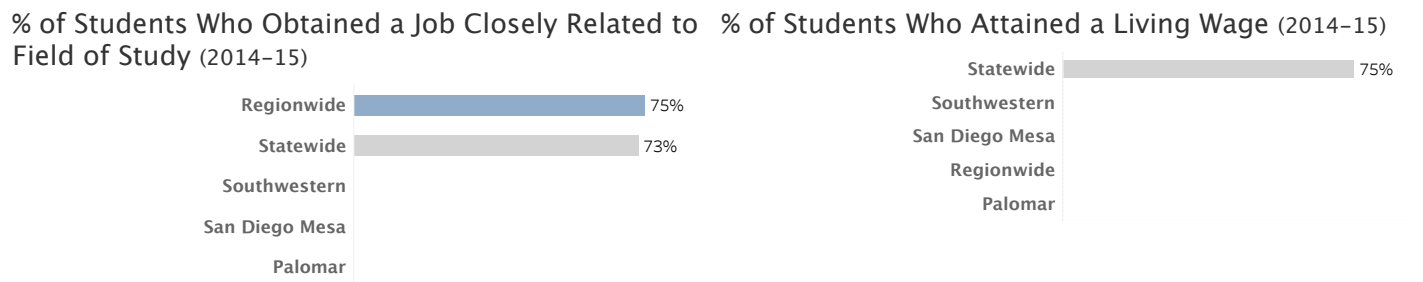
Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

TOP6 Program Title: Geographic Information Systems
College: San Diego Mesa

Academic Year
2014-15

Metric		State	Region	San Diego Mesa
% of Students Who Obtained a Job Closely Related to Field of Study	2014-15	73%	75%	
% of Students Who Attained a Living Wage	2014-15	75%		
% Median Change in Earnings	2014-15	32%	46%	

Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.



Note: If there were fewer than 10 students, the data for the metric were suppressed in the Chancellor's Office LaunchBoard.

Faculty Narrative

Top Code: 220610
Top Code Description: GISG
Degrees and Certificates offered: Associate Degree and Certificate of Achievement

Step 1: Utilize the individual COE Program Fact Sheet to inform responses.

Step 2: Submit your 2019-2020 Advisory Committee Membership List with your completed Faculty Narrative. [Advisory Committee Membership List](#) template is available for use (optional).

The questions below align directly to the requirements outlined within Education Code 78016.

Demonstrated Labor Market Demand

1. Please describe the demand for workers that your program trains for in the region.
(*Recommendation: refer to Section I and II of the Program Fact Sheet*)

This data is limited in its use as it is a relatively new field and GIS jobs may be classified under other industries, or GIS skills may be a requirement for other jobs (such as biologist, archeologist). The current demand for Survey and Mapping Technicians is 63 for a 5-year average in San Diego County. For all other Computer Occupations, the demand is 477. San Diego Mesa College has awarded an average of 8 degrees or certificates per year over the last 3 years. Other regional community colleges have awarded an average of 20 degrees or certificates over the last 3 years. There is a supply gap of 512 jobs from the data provided.

2. Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs? (*Recommendation: refer to past advisory committee meeting minutes.*)

- The Mesa GIS program has changed the CA to require GISG 114: Spatial databases course in response to Advisory Committee suggestions.
- Mesa GIS added Javascript (WEBD course) as a programming option. Mesa GIS is look into adding CISC 179 Python programming as an option for the A.S. degree.
- Mesa GIS faculty have incorporated new course material on web mapping and enterprise GIS, python, and editing as suggested by the Committee.
- Mesa GIS has updated software licenses to keep current with industry standard. The program has also purchased new tablets for GPS data collection, and GNSS units to use with the tablets.

3. Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region. (*Recommendation: refer to Section II of the Program Fact Sheet*)

This data appears to be a bit inaccurate as it is only showing 2 course sections. San Diego Mesa College has a duplicate headcount of 30 students for number course enrollments. The unique headcount is 27 students and the number of course sections is 198 statewide for 2016-2017. On Mesa's data dashboard, our head count for 2016-17 was 224, with 15 sections.

4. Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

(Recommendation: refer to Section II of the Program Fact Sheet)

The data show a supply gap of 512 jobs, of those 28 are for Surveying and Mapping Technicians. The data for the GIS program is telling an incomplete story about our students. Until 2018-19, students could only earn a Certificate of Performance that is not tracked at the state level. The recent change to a Certificate of Achievement allows for a more accurate representation. GISG also worked with the Dean in 2016 to clean up TOP Codes so our students are properly classified.

Advisory Committee reaffirms the need to regularly update our software and hardware to be the latest edition to meet local employer needs. A remote desktop option for online students or students working at home would reduce significant technology barriers.

5. Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them. *(Recommendation: refer to sections III, IV, V, and IV of the Program Fact Sheet)*

GISG has a 90% course retention rate and an 87% course success rate for this time period, which is higher than the statewide averages. Our data for number of degrees are suppressed due to low numbers, but 2 students were awarded A.S. degrees. At this time, the Certificate of Performances are a local certificate and were not tracked. This contributes to the lack of data for living wage data and employment data. Now that our Certificate of Achievements are being tracked, this data should improve in future reports. We continue to work with our industry advisors and regional employers to ensure our classes are aligning with their needs. Anecdotal, students are gaining employment after completing the program, receiving raises/promotions, getting jobs in the field they want to work in, transferring, and gaining admittance to graduate programs.



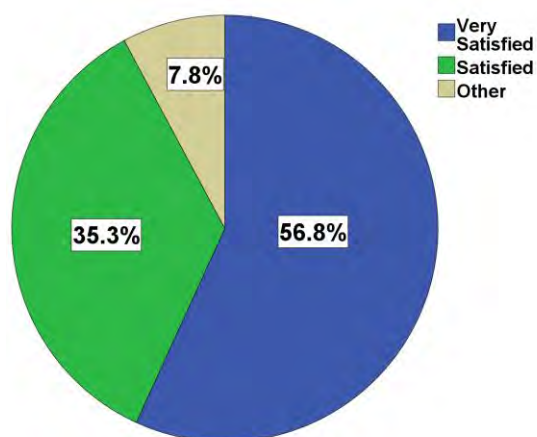
CAREER & TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY

2019 COLLEGE REPORT

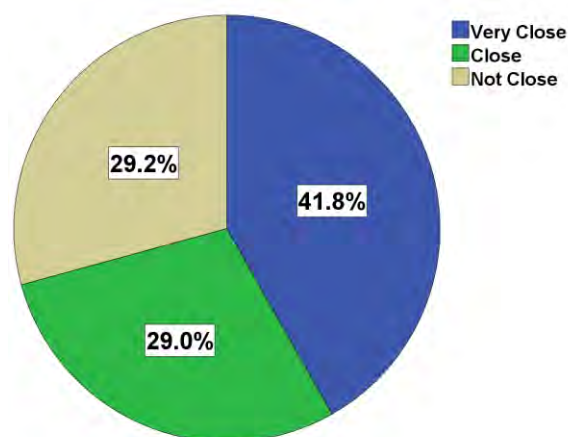
San Diego Mesa College

Completer and skills-building students at San Diego Mesa College were surveyed if they met one of the following criteria in 2016-2017, and did not enroll (or were minimally enrolled) in 2017-2018: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2019 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1960 students were surveyed and 502 (26%) students responded: 41% by email, 53% by phone, and 6% by SMS.

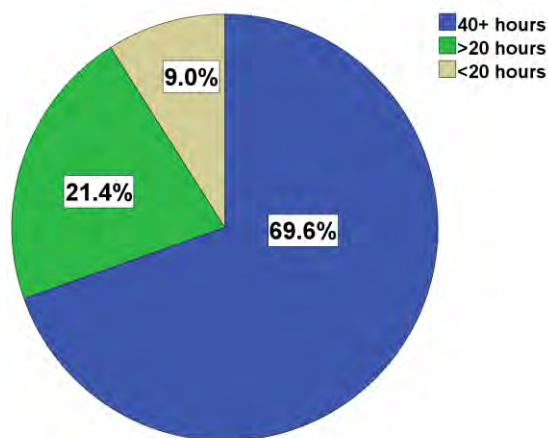
How satisfied are students with the education and training they received?



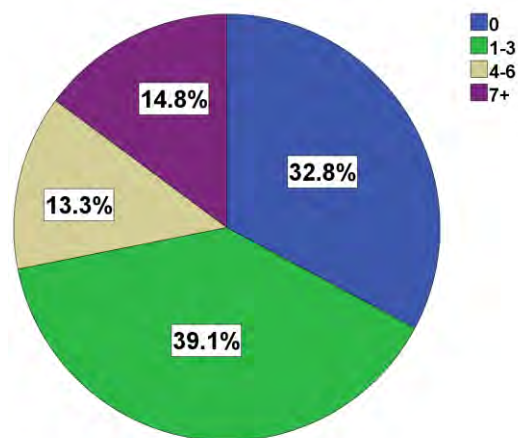
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



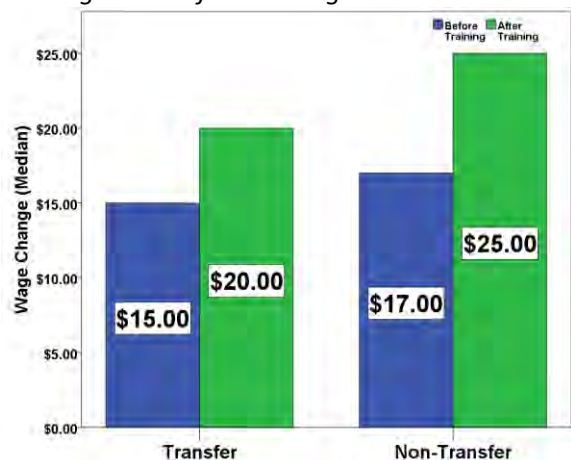
How many months did it take for students to find a job?



What were the hourly wages of the students before training versus after training?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$9.00 is the overall change in hourly wages after completing training—in dollars

60% is the overall change in hourly wages after completing training—in percentage gain

78% of respondents reported being employed for pay

49% of respondents reported transferring to another college or university

92% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.