

MESA Program Review

2012-2013

1. Program Description

A. Description

The Mathematics, Science, Engineering Achievement (MESA) California Community College Program (CCCP) is an academic program designed to encourage educationally disadvantaged community college students to excel in math, engineering and science so they can transfer to four-year institutions as majors in these fields. MESA CCCP Centers are located on community college campuses throughout the state and serve over 3,000 students. The program is a collaboration with MESA and the California Community College State Chancellor's Office. The MESA CCCP model for Ventura College was established in 2000.

MESA students commit to completing an educational plan and a transfer goal as part of participation in the program. MESA Center activities include - study groups, tutoring, outreach, orientation, private scholarship assistance with application process, assistance with the financial aid process, internships, summer research internships, career advising, links with student and professional organizations, field trips to universities, field trips to engineering, field trips to pre-med conferences, tours to private companies, etc. Student workers assist in running the center and serve as tutors, thereby reinforcing their commitment and encouraging a cycle of sustainability.

B. Service Unit Outcomes:

1. MESA students will have an education plan that outlines the requirements to transfer to a four-year institution.
2. MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.
3. MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.

C. College Level Student Learning Outcomes:

1. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.

D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G. What services are provided by the program?

- **Academic excellence workshops.** Students are scheduled in the same core math and science classes and taught how to successfully master complex technical ideas and principles through a collaborative approach.
- **Orientation course.** New students learn skills to excel as math, science and engineering majors.

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- **Academic advising/counseling.** Students receive individualized academic guidance and develop multi-year plans so they can take courses in the most effective sequence and transfer in a timely manner.
- **Student study center.** This dedicated multipurpose space is the hub for study, workshops, special activities and information sharing. It is a key element in building a close learning community.
- **Assistance in the transfer process.** MESA provides counseling, workshops and visits to four-year universities.
- **Career advising.** Students are exposed to various math, engineering and science career options through industry mentors, field trips, job shadowing, career fairs and internship opportunities.
- **Links with student and professional organizations.** These resources provide mentors, guest speakers and tours of companies.
- **Professional development.** Through workshops and mock job fairs, students learn about corporate culture, improve their resume writing and interviewing skills and are offered opportunities for part-time, full-time and summer employment related to their majors.
- **Industry Advisory Board.** Corporate representatives, including MESA alumni, participate on advisory boards at centers to provide strategic planning assistance, scholarships, summer internships, field trips and other resources. The board is a valuable connection between the students and companies that recognize MESA's success in helping to develop the technical professionals they need.

H. What are the strengths, successes, and significant events of the program?

The Ventura College (VC) MESA program had another very successful 2010-2011 academic year. This will be the third year in a row that it transfers over 30 students and also the academic year that it enrolled the most students in the program since it started in 2000. It reached an enrollment of 145 students.

VC had a very successful STEM federal program in place that ended fall semester 2010. Phase 1 came to an end. However, the college applied for phase 11 and is waiting to hear the final results of the institutions that will be awarded the second phase. If VC gets awarded phase 11 funding, it means there will be funding for the next 5 years. Around 50 percent of the MESA students were also part of the STEM grant. The STEM grant provided book vouchers of an estimated \$700.00 per semester to each MESA/STEM student. The MESA Director and the STEM Outreach Specialist got together and wrote a Ventura College Foundation Educational Enhancement Grant. The maximum award of the foundation grants are for \$10,000. We were awarded a mini grant for \$5,000 titled "**MESA/STEM University Transfer Experience**" This funding was exclusively for student travel. Seven students attended the SHPE National Conference 2010 held in Cincinnati. Thirteen students attended a two day tour to UC Merced. Fourteen students attended the National Pre-Med Conference held at UC Irvine. Two additional college tours were conducted to both our local university, CSUCI and a two day trip to UCLA.

The STEM Outreach Specialist, Ms. Gema Espinoza offered a series of 4 workshops for the STEM/MESA students on how to write a successful and powerful personal statement as part of the

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UC application process. Ms. Espinoza has been a reader for UCSB, so she gives the students first hand advice on how to write a powerful personal statement.

The breakdown for the 31 transferred students for 2010-2011 is the following: Mechanical Engineering 9, Computer Science 2, Nursing 2, Architecture 1, Biochemistry/Pre-Med 3, Math 2, Biology/Pre-Med/Pre-Vet 3, Civil Engineering 2, Hydrology 1, Environmental Engineering 1, Chemical Engineering 1, Chemistry 2, Biology 1, and Nutrition 1.

A total of 8 Academic Excellence Workshops were held in fall 2010 semester and only 3 in the spring 2011. Coordinating the 8 AEW's in the fall became extremely challenging because some of the students were not able to attend. Although emails were sent out and phone calls were made by the facilitators to let the students know that attendance was mandatory and important. The reasons for not attending many of the time were time conflict, work, or taking care of a children or family member, etc. I implemented the 3-4 mandatory study groups and things worked out much better.

A good number of the MESA students' academic performance was excellent. The students are awarded a GPA stipend at the end of both the fall and spring semesters. For fall 2010 32 students received at least a 3.0 cumulative GPA and 19 of the 32 earned a 3.5 or higher GPA. For spring semester the academic performance was outstanding. A total of 41 students received a cumulative grade point average (GPA) above a 3.0 and 27 of the 41 earned above a 3.5 cumulative GPA.

The working relationship between the UCSB Mesa School Program (MSP) and UCSB Mesa Engineering Program (MEP) was very positive 2010-2011. The Ventura College (VC) MESA program, the VC SHPE student college chapter, the SHPE Ventura County Professionals, among other county entities and the UCSB/MSP coordinators from Oxnard and Santa Paula joined hands to put on the Science & Engineering Night at Hueneme High School. This was an excellent opportunity for the high school students that wanted to learn more about the field of engineering and to work together with both the college students and the professionals. The VC MESA students also participated in the STEM Grows Green MESA Day 2011 at UCSB.

Several MESA students participated in the **STEM Expo**: Exploration of Science, Technology, Engineering, and Math (STEM) Careers. This event was held at Ventura County Fairgrounds. The **Expo** is an integral part of the Ventura County Science Fair sponsored by the Ventura County Office of Education. Around 800 math and science oriented students (in grades 6-12) from more than 75 areas schools participated. The MESA students acted as judges for some of science and engineering projects. In addition, they mentored some of the middle school and high school students. Furthermore, community is part of the professional development of the MESA students.

The MESA Director is also the SHPE College Advisor and an academic member of SHPE Ventura County Professionals. SHPE professionals meet once a month in the MESA Center to discuss the various math, science, and engineering events/projects the group will participate throughout the academic year. SHPE professionals are very committed to the VC engineering students. They mentor the students throughout the year. They put in a lot of time and dedication in preparing the engineering students who attend the SHPE National Conference. The following series of workshops were offered fall semester 2010: Resume Preparation Workshops, Dress for Success Workshops, and Mock Interviews.

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We had several of the MESA students that participated in internships. This year 7 biological sciences/pre-med students participated in the Clinical Care Extender Program which is designed to give the pre-health students unprecedented access to direct patient care experience. As a clinical care extender, the student participates in basic patient care tasks, and the student has the opportunity to see surgeries performed in the operating rooms and see babies born in Labor & Delivery. The Clinical Extender Program is designed to be a rigorous, yearlong internship, the students learn a lot about the field of health care and about themselves.

The City of Port Hueneme Public Works Division hires one paid intern per year work part-time during the school year and fulltime during summer. Academic year 10-11 an engineering MESA student was chosen for the internship and again for 2011-2012 another VC MESA chemical engineering student was chosen. They had a good number of well-qualified student applicants. Every year several MESA students and VC students apply to compete for the prestigious University of California, Santa Barbara (UCSB) Internships in Nanosystems Science, Engineering and Technology (INSET) Program. Three students were chosen from Ventura College and 1 of the 3 was from the MESA program.

Community work is also an important part of a successful MESA student. Two of the biggest community events MESA students participated in were the Mixteco Toy Drive and the SOLE To SOLE shoe drive for the children of Uganda. The Mixteco Toy Drive was very successful. The collection of toys reached over 1000. The MESA students not only donated toys themselves, helped collect toys, but also volunteered to distribute the toys on the day of the event. The Mixteco Community is a growing population of indigenous in Ventura County with a concentration in the City of Oxnard that don't speak English nor Spanish, and are low-income. The SOLE to SOLE shoe drive was also successful. Two big boxes were decorated with Christmas wrapping paper and placed in the MESA Center to collect shoes. A total of about 100 pair of shoes were collected at the center that eventually ended up in Uganda. The MESA students do community work first for personal fulfillment and also to be more competitive when applying for private scholarship, internships, or part-time employment.

The Ventura College MESA program had its most successful year since it was started back in 2000. We transferred 43 students to various universities/colleges throughout California so is 37 MESA and 6 ASEM. We reached a total enrollment of 114. The number one transfer institution was CSUN.

The breakdown for the 43 transferred students for 2011-12 is the following: Mechanical Engineering 9, Chemical Engineering 4, Electrical Engineering 4, Civil Engineering 2, BioEngineering 1, Petroleum Engineering 1, Math 5, Nursing 3, Physics 2, Construction Tech/Engineering Mgt 1, Biology 3, Bio-Pre-Vet 1, Biology Pre-Optometry 1, Chemistry 1, Environmental Science 1, Computer Science 2, and Radiologic Technologist 2.

We started academic year 2011-2012 by working together with the office of Assemblyman, Das Williams who represents most of Ventura County. We put together the "Green Job Summit" that took place at Ventura College. The summit was very successful. We had several companies from around Ventura County that focus on environmental products or services that participated. In addition, several of the math, science, and engineering VC college clubs participated such as the Society of Hispanic Professional Engineers (SHPE). The event took place from 10am-1pm. We had excellent media coverage for this event. It gave excellent media exposure to the event, Ventura College, and very important to the MESA program. There were 3 panel discussions:

Panel #1: Education

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This panel focused on informing people of the jobs that are available in different “green” work fields. It also focused on making sure people/students are informed of the education, skills, and training that are necessary in these new “green” jobs from the educational level (college courses) to labor apprenticeship programs that give people the skills they need.

Panel #2: Innovation

This panel focused on having companies talk about the innovations they have made in their own companies and businesses in order to keep up with sustainable energy and production. They also discussed the emerging jobs that have come about as a result of new innovations. Companies also discussed any setbacks or challenges they had as a result of the new innovations and changes in both the “green” engineering/scientific work field, as well as the innovations in the “green” grassroots/agricultural work field.

Panel #3: Legislative

This panel served as a resource to allow businesses to express their concerns and the challenges they have faced in their efforts to become more green efficient. Possible legislative efforts to alleviate the challenges were discussed. Das discussed his proposed bills on energy efficiency and other green efforts.

Furthermore, in September the VC MESA program worked closely with the UCSB-Mesa Coordinator in putting together the STEM Expo 2011 that took place at our sister campus, Oxnard College. The STEM Expo took place on September 20, 2011 from 9am-2pm. There were over 500 middle school and high school students from around Ventura County that attended. The Expo featured the following:

- | | |
|--|---|
| 1. Hands-On Science and Engineering | 6. UCSB Marine Science Mobile REEF |
| 2. Computers & Technology | 7. STEM Careers |
| 3. Health & Life Sciences | 8. MESA Workshops |
| 4. College Readiness Information | 9. Industry Professionals |
| 5. STEM College Student Hosts | 10. College Faculty |

There were 13 VC Mesa students that volunteered on the day of the event. Most of the students either helped out at a particular workshop or acted as judges for some of the competitions.

I have been working together with the Ventura College Outreach Specialist, Gema Espinoza. A series of workshops were developed for the MESA transfer students.

- 1. Workshop # 1- How to write a successful Personal Statement for the UC's**
- 2. Workshop #2- Personal Statement follow-up**
- 3. Workshop #3-Applying online and personal statement final follow-up**
- 4. Workshop #1 TAG Agreements Online for the UC's**

We had 7 MESA students who are recipients of the Cooke Bridges Program at the University of California, Santa Barbara (UCSB). This is a private granted that was awarded to UCSB by the Jack Kent Cooke Foundation for a period of 3 years. The Cooke Bridges program is hosted at UCSB by the Center

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for Science and Engineering Partnerships (CSEP) at the California Nanosystems Institute (CNSI). The Cooke Bridges program brings science, engineering, and mathematics community college students to UCSB campus for a one week science intensive residential program hosted at CNSI for a hands-on experience in a dynamic research environment. The students chosen for the program work with graduate student researchers in UCSB science and engineering laboratories, gaining first-hand experience in how scientific research is conducted. They also gained experience in preparing and presenting talks to disseminate their research findings and network with science, engineering, and mathematics researchers and industry professionals through social, academic, and professional development activities. Another MESA student was the recipient of the prestigious INSET summer research internship at UCSB. They only admit around 15 students per year.

Three Academic Excellence Workshops (AEW's) were held in the fall 2011 semester and 4 in the spring 2012 semester. I have tried all types of combinations and methods of motivating students to attend the AEW's. I have explained to them in writing, via email, flyers, etc of how important it is to participate that it can make the difference in getting an A, B, or even a C in the class. The attendance has always been very poor. Once in a while some AEW's have high attendance, but is very rare. What I have done in the middle of the semester is to convert the AEW into drop in tutoring and it has given positive results. By the end of the 4th or 5th week of the semester I pass out progress reports to try and catch those students who are not doing well in their classes. If the student is performing at a B or better I leave them alone. I focus on those students that are receiving a low C- or lower. I immediately intervene and they must attend additional tutoring until they show improvement of receiving at least a 75 percent average in the designated coursework.

The academic performance of many MESA students' was excellent. Students were awarded GPA stipends at the end of each semester. For the fall 2011 semester we had 24 students who received a 3.0. Thirteen received an additional 30 percent for earning a 3.5 or higher GPA and 9 out of the 13 earned a whopping 4.0. For spring we had 23 students who were awarded GPA stipends for receiving a 3.0 or higher. We had 13 who received the extra 30 percent for earning a 3.5 or higher GPA. From those 13 we had 4 students who earned a 4.0 GPA.

The MESA Director is also the advisor for the Society of Hispanic Professional Engineers (SHPE) college club and an academic member of SHPE professional Ventura County. SHPE professionals and the college club meet once a month in the MESA Center to discuss the various community math, science, and engineering events that will take place throughout the academic year at the various public schools. SHPE professionals are very committed to the college students and mentor them. Academic year the following math, science, and engineering events at public schools took place and where sponsored by both the professionals and college students. ExcitEngineering at Rio Vista Middle School took place May 4th, May 11th, May 18th, and June 1st. The 4 series of workshops were very successful with high a high student attendance. Engineers Week Event: an evening of engineering, science, and technology. They took place at three elementary schools in the City of Oxnard.

We had 6 students that attended the SHPE National Conference held in Anaheim, California on October 27-29th, 2011. Prior to the conference, SHPE professionals offered the students a series of workshops: Resume preparation, Dress for Success, and Mock Interviews. Among the seminars that were offered at the conference were:

- 1. High Speed Rail In The United States And Around The World - sponsored by URS**
- 2. Oil Spill: Deepwater - Lessons Learned and Path Ahead - sponsored by BP**

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- 3. Healthcare IT: Saving Lives through Technology Innovations and Electronic Information Exchanges - sponsored by Harris Corporation**

- 4. Earthquakes/Tsunamis - sponsored by Miyamoto International, Inc.**

We had 8 students that attended the San Diego MESA Alliance Annual Leadership Retreat at the Indian Hills Camp. This is the camping retreat that the Ventura College MESA program has participated four times in the last 6 years. Fifty two MESA/MESA Engineering Program (MEP)/Maximizing Science Potential (MSP) students from San Diego City College, San Diego State University, Southwestern College, Ventura College, Morse High, Lincoln High, Southwest High, and Calexico High Schools participated in various competitions that promoted the use of their leadership skills and various strengths attributes. A Strengths Quest seminar was presented by Mr. Rafael Alvarez consisting of Reviewing Strengths (resulting from an online Strengths Quest survey via the Gallup Organization), a Scavenger Hunt, Common Strengths lecture, and a homework assignment on visual expression. Students broke into teams to complete a LEGO challenge.

Once again, the VC Mesa students showed their volunteer spirit by collecting toys for the Mixteco Community in Oxnard. The Mixteco Toy Drive was once again very successful. Over 500 toys were collected. The students also helped out pass the toys around the day of the event. In addition, they helped out feed the kids and parents. We had a total of 19 MESA students that volunteered for this worthy cause.

The California Connects Federal Grant has played a very important role in the lives of many of our Ventura College students who are participating and most important in the community. The students that participate must complete a two tier contract. One is to do community hours by training family and community members in technology and how to use the internet. The second part is that the students must pass one of the Microsoft Certifications: Word, Excel, PowerPoint, or Access. The students did their community hours at different county sites approved by the MESA Director such as the college Welcome Center, Admissions and Records registration lab, the Library and Learning Resources Center, Boys and Girls Club, Senior Center, and the Ventura College Santa Paula (VCSP) Site. We had close to 13 students that exclusively did all their hours at the VCSP site. The majority of the students at the extension program are ESL Spanish speaking. Low-income, and come from farm working families. All the 13 students that participated at this site are bilingual (English/Spanish).

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1G. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Dan Kumpf

Name	Marcos Lupian
Classification	MESA Director – Counselor Asst.
Year Hired	2001
Years of Industry Experience	13 years
Degrees/Credentials	B.S. 1990 Health Science California State University Northridge. M.S. 2003 Counseling. University of La Verne P.P.S. Counseling Credential, Current.

Name	Amy Bettinger
Classification	MESA Student Services Assistant 1
Year Hired	2012
Years of Industry Experience	15 years
Degrees/Credentials	BA in Social Science and Life Time Teaching Credential

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2. Performance Expectations

A. Service Unit Outcomes

2A1. 2012-2013 - Institutional Student Learning Outcomes

1. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations

2A2. 2012-2013 - Program Service Unit Outcomes

1. MESA students will have an education plan that outlines the requirements to transfer to a four-year institution.
2. MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.
3. MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.

2A3. 2012-2013 - Program Operating Outcomes

1. MESA Director will complete and submit mid-year and final reports to the State Chancellor's Office to ensure that funding continues.
2. MESA will provide a study center for students
3. Scheduling for study groups, tutoring, workshops, student travel, and meetings will be arranged by the MESA personnel.

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3. Operating Information

3A. Budget Summary Tables, Trends, and Detail

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available on the Program Review webpage (link will be provided).

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

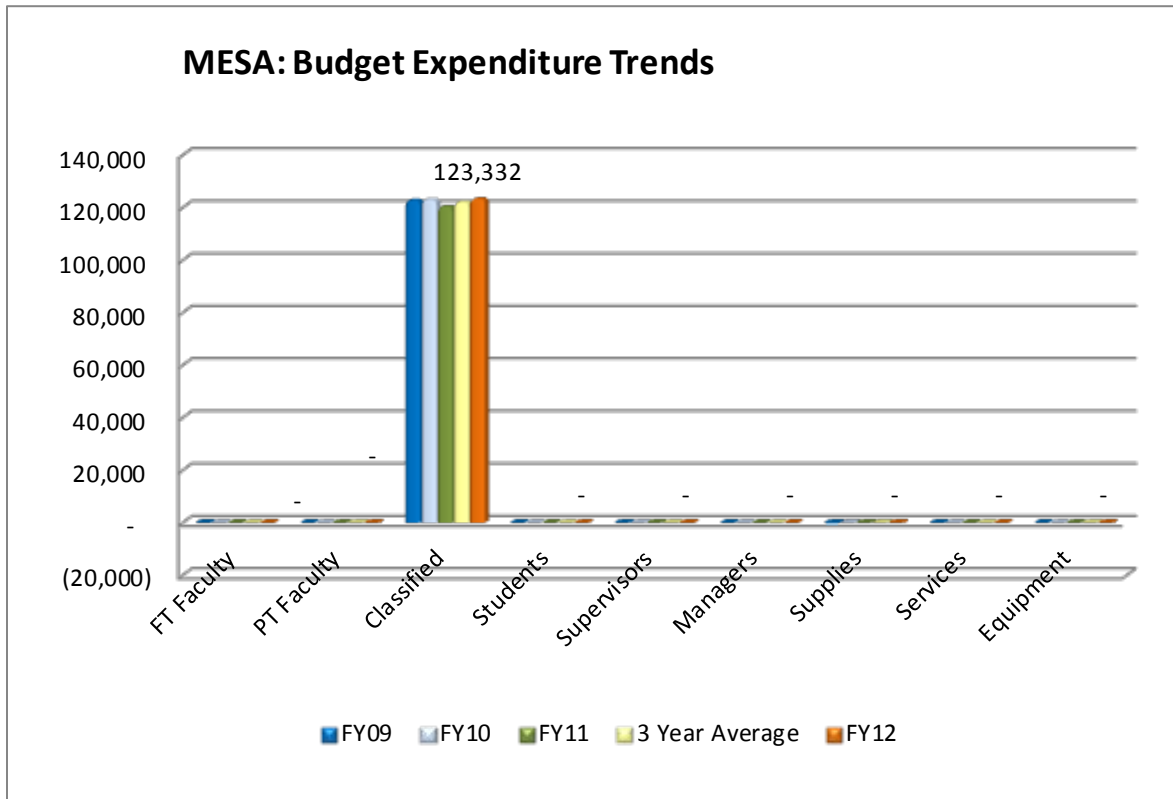
2012 - 2013 Please provide program interpretation for the following:

Interpretation of the Program Budget Information

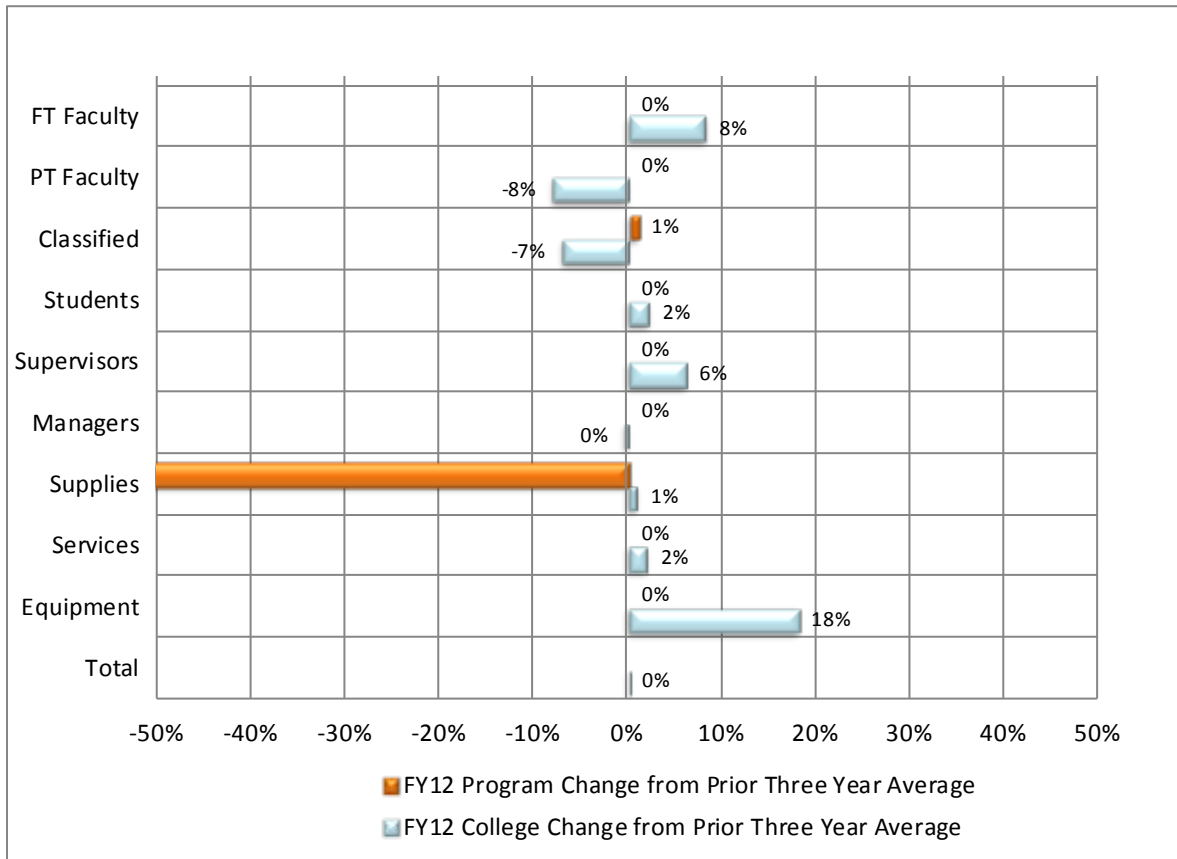
Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	-	-	-	-	-	0%	8%
2	PT Faculty	-	-	-	-	-	0%	-8%
3	Classified	122,793	123,036	120,404	122,078	123,332	1%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	(379)	106	-	106	-	-100%	1%
8	Services	-	-	-	-	-	0%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	122,414	123,142	120,404	121,987	123,332		0%

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Interpretation of the Program Inventory Table

Service Data:

a) What populations are served by the program?

Educationally disadvantaged students who have a declared math, science, or engineering major.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

The range over the past three years has been between 100 and 125 students. The current RFA requires that 100 student to be served.

c) What other operational data is pertinent to your program? Please provide.

Eligibility Criteria:

- Declare a calculus-based field in the math, science, or engineering fields.
- Be on the transfer route to a four year institution.
- Be enrolled in Math V03-Intermediate algebra or higher.
- Have a minimum cumulative GPA of 2.5
- Have financial need example, BOGW, State Grants, Federal Grant, Work –Study, etc.
- Be First Generation

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	MESA will not assess this ISLO
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning	MESA will not assess this ISLO
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	MESA will not assess this ISLO
Operating Information	
Analysis – Assessment	

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Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	MESA will not assess this ISLO
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	MESA will assess this with the rest of the college as per the rotational plan.
Operating Information	
Analysis – Assessment	

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4A2: 2012-2013 Service Unit Outcomes

Service Unit Outcome-1	Performance Indicators
MESA students will have an education plan that outlines the requirements to transfer to a 4-year institution.	70 % of the MESA students will have an updated educational plan outlining their academic goal for at least 2 years consecutively.
Operating Information	
MESA will assess this PSLO in spring of 2013	
Analysis – Assessment	

Service Unit Outcome-2	Performance Indicators
MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.	70 % of the MESA students will have developed an adequate resume so that they are able to compete for internships in both the public and private industries. To be able to apply and compete for part time or full time employment.
Operating Information	
MESA will assess this one within the rotational plan.	
Analysis – Assessment	

Service Unit Outcome-3	Performance Indicators
MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.	70 % of the MESA students must attend mandatory study groups and tutoring. The study groups develop their collaboration and interaction skills.
Operating Information	
MESA will assess this one within the rotational plan.	
Analysis – Assessment	

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4C. 2012-2013 Program Operating Outcomes

Operating Goal-1	Performance Indicators
MESA director will complete and submit mid-year and final reports to the State Chancellor's office to ensure that funding continues.	Mid-year and final reports will be submitted on time.
Operating Information	
Mid-year and final reports were submitted on time.	
Analysis – Assessment	
MESA continues to be funded based on the satisfactory performance of the reports.	

Operating Goal-2	Performance Indicators
MESA will provide a study center for students	There will be adequate space for study groups, tutoring, and college club meetings, workshops, etc.
Operating Information	
We evaluate available space while scheduling the student support activities	
Analysis – Assessment	
Occasionally we must schedule activities in other parts of the campus.	

Operating Goal-3	Performance Indicators
Scheduling for study groups, on-site tutoring, workshops, student travel, and meetings will be arranged by the MESA personnel.	Sufficient time will be given to students for scheduled workshops, internship opportunities, industry internships, scholarships, study groups, tutoring, and other related activities.
Operating Information	
Two to three weeks of advanced notice is given to students about scheduled activities.	
Analysis – Assessment	
Scheduling is one primary part of the interaction between MESA students and personnel. Program director has primary responsibility for PLSO assessment, fund raising activities, grant writing, budget management, and other activities. A new Student Services Assistant 1 has been hired to assist with scheduling and other activities. There is a need for a separate space for this person to allow for completion of scheduling tasks and to maintain student confidentiality in the director's office.	

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Operating Goal	Performance Indicators
Computer access will be available to MESA students.	There will be sufficient computers for students to have access when needed.
Operating Information	
We will monitor student access to computers.	
Analysis – Assessment	
We don't have sufficient computer access, but students are using the Beach area for computer access.	

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5. Findings

2012-2013 - FINDINGS

Finding 1: MESA is successful in preparing STEM students to transfer to 4-year institutions.

Finding 2: Space is needed for the new Student Services Assistant. This is a very important to allow for scheduling productivity and to preserve student confidentiality. Space is available across from the director's office. This office space (Science Room 224A) has been made available by the division. We have removed the initiative requesting this space.

Finding 3:

Finding 4:

Finding 5:

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6. Initiatives

6A: 2012-2013 - FINAL Program Initiative Priority Ratings

Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
MESA	None	0	H			MESA 1-2011	MESA1201	Increase the number of mentoring opportunities for MESA students	MESA Budget	0			-	
MESA	None	0	H			MESA 2-2011	MESA1202	Provide extracurricular activities	MESA Budget	0			-	

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6B: 2012-2013 Initiatives

Initiative:

Initiative ID:

Link to Finding #2:

Benefits:

Request for Resources:

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6C: 2012-2013 Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel
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6D: Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? Yes, the program review was done for academic year 2011-2012 and no initiatives were requested.

2a. Were the identified initiatives implemented?

2b. Did they make a difference?

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

5. How would you improve the program review process based on this experience

7C. Appeals

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After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.