



Section A – Operating Data

1. Please enter the number of students that your program has served over the previous three years.

Year	Fall	Spring	Total
2012-2013	80	110	110
2013-2014	72	90	90
2014-2015	55	72	72

2. Is the number of students served by your program increasing, decreasing, or remaining constant?

Decreasing

3. Describe the reason(s) for this trend (600 characters max).

The program has had a turn over of directors in the past three years. Once the new director took over in 2013-2014, he reviewed each student and counted only active students in the program. Students are expected to participate and maintain communication with our program in order to maintain their status as MESA students. This will help to strengthen the program and make a much more significant impact on student success.

4. Enter the number of students from each demographic group that your program served in the 2014-2015 academic year.

Race/Ethnicity	Number of Students Served in 2014-2015
Asian	6
Black	1
Hispanic	52
Native Amer	1
Pacific Islander	0
Two or More Races	0
Unknown	0
White	9
Gender	Number of Students Served in 2014-2015
Female	21
Male	51

5. Are you able to increase the number of students your program serves and/or serve more students from underrepresented groups?

Yes



If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this (600 characters max).

During fy 2015-2016, the MESA program director was able to participate in the Freshman Experience Orientation. This was a great opportunity for the program to do outreach. Since this orientation, the program has received over 70 applications of students who qualify. In order for the students to become MESA, they must submit an application, along with a three year educational plan. In the past, students have had a difficult time meeting a counselor at the beginning of the semester. Most recently, the MESA Program is working with counseling to allow a STEM Counselor do about 10 hours with MESA.

Section B – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Book loans in the Center	Yes	Yes	N/A	80.00%
Academic Excellent Workshops Study groups	Yes	Yes	N/A	38.00%
Orientation for Program	Yes	Yes	No	95.00%
School Visits	Yes	Yes	N/A	25.00%
Resume Workshops	Yes	Yes	N/A	30.00%
Personal Statement Workshop	Yes	Yes	N/A	20.00%
Attend student Conferences	Yes	Yes	N/A	27.00%

1. Are you able to improve the quantity or quality of services that your program offers?

Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.



2. If no, please describe why your program is unable to do this (600 characters max).

Yes, we plan to add more hours to the student services position in order to organize more workshops, school visits, and increase conference attendance. Currently, the center is run by the director, who is the only full time personnel. This coming year the Student Services Assistant position will be increased to 60% up from 40%. The MESA center also plans to make use of the STEM Counselor and provide more Transfer workshops.

Section C – Service Unit Outcomes

Please enter the following SUO information for your program.

Service Unit Outcome	Date/Semester of Most Recent Assessment	Brief Description of Assessment Results	Changes Made as Result of Assessment	Date/Semester of Next Assessment
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.	5/13/15 Spring	4 Academic Excellent Workshops are offered every semester. For Fall 2014 28% of students assigned participated consistently. For Spring 2015, 38% of students participated consistently.	The Academic Excellent Workshops are now able to give credit for participation to students who cannot make the workshop, but instead meet with the MESA tutor weekly, progress reports are also collected and give credit if student has a B or above.	5/2016 Spring
Students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.	2/06/15 Spring	There has been one Resume workshop offered every semester, about 40% of students have a resume on file. A survey also found that students are available on different days and so this survey will help focus on a best date for these workshops.	With an intern this semester available, there will be two Resume workshops offered in the next semester.	03/2016
Students will have an educational plan that outlines the requirements for transfer to a four-year	06/25/2015	More than 50% of students did not have a new 1 year educational plan.	The center now has a STEM Counselor working 10 hours a week, more readily available to MESA students to update Educational Plans and	06/30/2016



institution.			work with students on probation.	
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1. How does your program facilitate the achievement of the college’s institutional student learning outcomes or institutional service unit outcomes? (600 characters max)

(MESA) 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 helps students in completing an educational plan and a transfer goal as part of participation in the program. MESA aligns with the institution by facilitating a positive learning environment for students. MESA supports institutional accountability by having director attend related conferences.

2. How many department/program meetings have you held in the previous year in which SUO’s have been discussed?

1 meetings

3. Are you able to improve the service unit outcomes for your program (i.e. number of SUO’s assessed, adherence to rotational plan, improved SUO assessment results, etc.)?

Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

4. If no, please describe why your program is unable to do this (600 characters max).

Section D – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	0	n/a
Adjunct Non-Instructional Faculty	1	25%



Classified Staff	2	40%/100%
Unclassified Staff	3	25%

1. Describe any changes in the staffing levels in your program over the past three years, and if applicable, describe how these changes have impacted your program (600 characters max).

For FY 2012-2013,2013-14, the positions of director and Student Services Assistant served a 10 month term, per year. In 2014-2015, the positions were increased to 12 months. The tutors in the center are provisional employees, and only the director's position is full time, working a 10 hour shift Monday-Thursday. The program, which is supposed to serve 100 students, needs more full- time personnel in order to provide more consistent hours of information and access to students in the program.



Section E - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
MESA	Grant 12-109	1401	Workshops	Conduct at least 3 transfer related workshops each semester	0	MESA Grant	None Needed	H				N/A	Completed	
MESA	Grant 12-109	1404	Worksites	Conduct at least 2 trips to work sites related to STEM each year.	0	MESA Grant	None needed	H				N/A	Completed	
MESA	Math/ Science	1405	STEM Counselor	Hire part-time counselor to be in the MESA center this is a collaborative effort with general funding	15,500	Counseling general	Staffing	R				Yes	Ongoing	There are currently 85 students since the counselor is readily available to complete their Ed plan
												- Select -	- Select -	



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Section F – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
MESA	1501	workshops	The director plans to take advantage of an intern through Cal Lutheran Graduate program every semester to assist in the coordination of workshops for students.	0	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
MESA	1502	Equipment needed	Two new laptops are needed, one to be used for check ins/program processes, the other to lend out to student during MESA hours when the other two desktops are being utilized. 4 new chairs to replace broken	600 + 700	College Funds	Equipment	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
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					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
							<input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Low	<input type="checkbox"/> Low	<input type="checkbox"/> Low	<input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under- represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under- represented students <input type="checkbox"/> Quantity/ Quality of	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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								Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps				
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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

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

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division’s decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty/Staff who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean/VP Verification:

I verify that I have reviewed this program review document and find it complete. *The dean/VP may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.