



Mesa Program Review 2013-2014

Service Program Department Chairs and Supervisors,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map and What to Leave In and What to Leave Out Guidelines.

Please note that prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student access or service satisfaction) in which it is trying to improve.

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave Out
- C-What to Leave In
- D-Appeals Form

Attachments:

Data packet for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Services:

Susan Bricker, Registrar, ext. 6044

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Inst. Effectiveness, ext. 6468



Due October 7, 2013



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- The first initiative last year was to increase the number of mentoring opportunities for MESA students. As the 13-14 school year moves forward the MESA program is actively looking at different ways to connect students to mentors. California State University, Channel Islands has partnered with Ventura College as part of the Title V/HIS grant to provide a transfer mentor for VC MESA student. The mentor will be available 7 hrs/week during the school year in the MESA center to provide guidance and assist with any transfer related questions. Additionally, the MESA office has agreed to continue a partnership with the Society of Hispanic Professional Engineers (SHPE) Ventura County chapter. This will allow professional engineers to engage with our students in a number of different ways. Professional members of SHPE will be facilitating workshops for our students on different key topics. They will also serve as mentors and provide vital internship and scholarship opportunities through their professional contacts. With this continued support, students are more engaged and motivated to work towards their goal of transferring.
- No initiatives created last year that required funding.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Report any changes however; this question does not require an answer. Updates/accomplishments of SLO work will be entered in Section IIIa-A.

Section II - Description

A. Description of Program/Department

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 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



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and serve as tutors, thereby reinforcing their commitment and encouraging a cycle of sustainability.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

- The 2012-2013 academic year saw the transition to a new program director as well the first time the program's director was designated as 10 month position. The past academic year also included the addition of a student services assistant who assumed most of the duties that were previously handled by a student worker. This addition has strengthened the clerical and administrative portion of the program. The past academic year also marked the first year of a new five year award cycle for the MESA grant. This means that Ventura College has secured grant funding through the 2016-2017 academic year for the MESA program.
- This past academic year saw 16 MESA students transfer to four-year schools. While a significant accomplishment, it is also more than 50% less than the previous year. At the conclusion of the 2011-2012 academic year a total of 43 MESA students transferred. This significant drop in numbers can be attributed to the reduction in hours for the program director and the subsequent transition to a new director. Only having 10 months to recruit, plan, and coordinate all of the different activities that encompass the MESA program is very much a challenge. It is a year round position that requires a full-time director and new strategies will have to be implemented to continue to grow the program. The Ventura College MESA program had a very successful 2012-2013 academic year. Total enrollment for the year was 110 students with 28 of those classified as ASEM. Sixteen students transferred to four-year institutions such as California State University Northridge, UC Irvine, UC Berkeley, and San Jose State amongst others. The breakdown of majors for the students that transferred for 12-13 is as follows: Architecture (1), Computer Science (1), Biology (3), Biopsychology (1), Biochemistry (1), Biomedical Engineering (1), Chemical Engineering (2), Environmental Engineering (1), Civil Engineering (1), Mechanical Engineering (1), Mathematics (2), and Chemistry (1).
- In collaboration with Ventura College Outreach Specialist, Gema Espinoza, MESA students were offered the opportunity to attend a series of workshops to facilitate the transfer process. The following workshops were attended by MESA students:

A. Workshop 1: How to write a successful personal statement for the UC's

B. Workshop 2: Personal statement follow up

C. Workshop 3: Applying online and personal statement final follow up

D. Workshop 4: TAG Agreements online for the UC's



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MESA students were the recipients of the Cooke Bridges Program at the University of California, Santa Barbara (UCSB). This is a private grant 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 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 the 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. Students also gain experience in preparing and presenting skills to disseminate their research findings and network with science, engineering, and mathematics researchers and industry professionals through social, academic, and professional development activities.

Four Academic Excellence Workshops (AEW's) were held in both the Fall 2012 and Spring 2013 semesters. A total of 44 students participated in Fall workshops while a total of 37 students participated in Spring AEW's. Consistent attendance has been an ongoing issue for the AEW's over the last few years. While many methods of communication and motivation have been attempted, attendance has still been an ongoing issue. In the coming year, students will be asked for their feedback on AEW's through an online survey to figure out the reasons why attendance is a challenge. Also, new methods of communication such as text messaging and social media will be developed to increase attendance at workshops. Finally, a stronger connection will be made with faculty to promote and stress the importance of AEW's as it relates to student's success in that class. Progress reports will once again be utilized to determine which students require intervention and increased tutoring to ensure success.

Overall, MESA students performed very well in the classroom over the last academic year. This was evidenced by the number of GPA stipends that were awarded to students at the end of the year. For the Fall 2012 semester a total of 14 students were awarded a GPA stipend for achieving at least a 3.0 GPA for that semester. Four students achieved a perfect 4.0 gpa during the Fall 2012 semester. For the Spring 2013 semester a total of 26 students were awarded GPA stipends for their academic success during the aforementioned semester. Five students were able to achieve a perfect 4.0 gpa during the Spring 2013 semester.

The MESA director acts as the advisor for the Society of Hispanic Professional Engineers (SHPE) college club and is also a member of the SHPE Ventura County professional chapter. The MESA director will continue in both of these roles in the coming year to assist and strengthen the work of both clubs. 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 various public schools. SHPE professionals are very committed to the college students and take on a mentoring role. As part of the mentoring process, professional members provide students with invaluable information through various workshops and presentations. During the Fall 2012 semester, 20 MESA students participated in resume and mock interview workshops. These workshops were



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collaboration between the student and professional clubs and MESA center. Workshops were developed in anticipation of the annual SHPE National Conference where 5 MESA students attended.

Volunteer work was also a key component of the MESA program during the 2012-2013 academic year. MESA students volunteered at the annual Noche de Ciencias/Science Night at Rio Del Valle Middle School in Oxnard, CA. MESA students also found volunteering opportunities at our satellite campus, Ventura College Santa Paula and in local public libraries such as the Oxnard Public Library. Approximately 20 MESA students also participated in the STEM Expo 2012 which focused on STEM outreach for both middle and high school students. MESA students volunteered at this event and acted as judges in various engineering workshops.

C. College Vision

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

D. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

E. College 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

F. Organizational Structure

President: Greg Gillespie **Executive Vice President:**
Dean: Dan Kumpf



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| | |
|------------------------------|--|
| Name | Daniel Aguilar |
| Classification | MESA Director – Counselor Assistant |
| Year Hired | 2013 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 2005, California State University, Northridge M.Ed, 2008, University of California, Los Angeles |

| | |
|------------------------------|--|
| 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 |

Section IIIa – Data and Analysis

A. SUO Data

SUO's for the MESA program were created last year but did not include any assessment tools or performance targets. This year two new SUO's were developed and created on TracDat along with one SUO that was carried over from the previous year. Assessment tools and performance targets were created for all three SUO's along with the development of one ISUO which will examine how the service department will support or facilitate a positive learning or service environment for students. All SUO's for the MESA program are now on a five year rotational plan and entered on TracDat.

B. Operating Data

1. Service Data

- *What populations are served by the program?*
 - Educationally disadvantaged students who meet program criteria below and have a declared math, science, or engineering major.
- *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.
- *Does the program/department have any other operational data from any other source (i.e., program generated, state generated, etc.) that should be reviewed/discussed in this program review?*

The number of students transferring to four-year schools has dramatically decreased over the last year. The 2011-2012 academic year saw 43 MESA students transfer to four-year schools. The 2012-2013 saw 16 MESA students transfer. This is concerning on many levels particularly since the core mission of the program is to get students to transfer. Based on the number of students in the program last year the transfer rate should have been significantly higher. Ideally, the program should be transferring out about 30% of students on an annual basis. Based on the low number of transfer students from last year, the program must improve and grow its transfer related activities. Additionally, students will be more closely monitored and tracked to ensure successful academic progress that will facilitate transfer.



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2. Budget

Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make. Note: do not delete these boxes when/if you delete instructions from this document.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section IV.*
- *Requests for contract/full time faculty or classified staff should be addressed in the resource section below.*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

- Program members have reviewed the budget data.
 No comments or requests to make about the budget

C. Resources

1. Non- Instructional Faculty

Instructions:

- *How does your program/department's FTEF compare to the college? Have there been any changes in FTEF for part and/or full time faculty over the last three years?*
- *What is the effect of part time FTEF on your program/department (i.e., Does your area have difficulty finding hourly instructors? Is the program lacking faculty with a particular specialty? Are there any accreditation requirements for FT faculty?, etc.)*
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section IV.*

2. Classified Staff

The number of classified staff has remained the same over the last three years. However, classified staff has been reduced to 10 month a contract which has significantly reduced the effectiveness of the program. A request will be made to restore positions to 12 months to better meet program expectations and satisfy grant requirement of a full-time 12 month program director.

3. Inventory

A core function of the MESA program is the transfer process. As previously mentioned the number of transfer students has significantly decreased over the last year. More and more transfer assistance programs are shifting to online based resources such as webinars, online advisement, and other means of online communication. To keep with this shift in services we are requesting technology upgrades for our MESA center in the form of computers, projector installation, and TV.

4. Facilities or other Resource Requests

N/A



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5. Combined Initiatives

N/A

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

Section IV - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative:

Initiative ID:

Link to data (Required):

Expected Benefits: Goal:

Performance Indicator:

Timeline:

Funding Source Category:

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. H)



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List your initiatives below, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Conduct at least 3 transfer related workshops each semester

Initiative ID: MESA 1301

Link to Data: *Decrease in number of transfer students over the last year.*

Expected Benefits: *Increase in the number of transfer students*

Goal: *Provide more transfer focused activities and programs*

Performance Indicator: *Increase the number of transfer students each year by 5 until we reach at least a 30% transfer rate.*

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: H

B. Initiative: Increase staff to 12 months

Initiative ID: MESA 1302

Link to Data: *Decrease in number of transfer students over the last year.*

Expected Benefits: *Increase in the number of transfer students*

Goal: *Provide more transfer focused activities and programs*

Performance Indicator: *Increase the number of transfer students each year by 5 until we reach at least a 30% transfer rate.*

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: R

C. Initiative: Computer with TV monitor and projector installation

Initiative ID: MESA 1303

Link to Data: *Decrease in number of transfer students over the last year.*

Expected Benefits: *Access to technology and Increase in the number of transfer students*

Goal: *Provide access to more transfer related assistance only available online*

Performance Indicator: *Increase the number of transfer students each year by 5 until we reach at least a 30% transfer rate.*

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Ranking: H

D. Initiative:

Initiative ID:

Link to Data:

Expected Benefits:

Goal:

Performance Indicator:

Timeline: Choose an item.

Funding Resource Category: Choose an item.

Ranking: Choose an item.



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Section V – Process Assessment

Instructions: Please answer the following questions:

- A. How have the changes in the program review process this year worked for your area?**
- B. How would you improve the program review process based on this experience?**
- C. 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 D) 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.

VI – Submission Verification

Instructions: Please complete the following section:

Program/Department: MESA

Preparer: Daniel Aguilar

Dates met (include email discussions):

List of Faculty 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 Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

| <p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p> | | |
|---|---|--|
| Excluded Items | Who to Contact | Explanation |
| Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process. | Dean, M&O or Appropriate Office | All safety issues should be immediately reported to the Dean, M&O, or appropriate department. |
| EAC Accommodations that can be resolved through the normal process. | DSPS and Dean | Any accommodation should have the guidance of the DSPS office. |
| Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you. |
| Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you. |
| Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process. | Campus Technology Center or Division Office | Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you. |
| Section Offerings/ Change of classrooms | Dean/Department Chair | Dean will take requests through the enrollment management process. |
| Substitutes | Dean | Dean will process in accordance with existing guidelines. |
| Conferences, Meetings, Individual Training | Professional Development Committee | Requests should first be addressed by the PDC and only go through program review if costs cannot be covered. |



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiatives.

| <p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p> | | |
|---|---|--|
| Included Items | Committee Group | Explanation |
| Replacement of classroom furniture | Facilities Oversight Group | Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process. |
| Upgrade and/or replacement of computer and other technological equipment | Technology Committee | These items will go on to a list for replacement or upgrade per the technology plan. |
| New Equipment/Furniture/ classroom items (i.e. microscope, etc.) | Budget Resource Council | These items must be approved included in a plan to improve student learning and/or services. |
| Buildings/Office Space (new renovation, modernization) | Division Dean | The division dean will work with Administrative Council and the Fog Committee to pursue the projects. |
| New Software | Technology Committee | These items must be approved included in a plan to improve student learning and/or services. |
| New Faculty Positions | Faculty Staffing Priorities | Requests for new positions will compiled on a list and sent to the FSP committee. |
| New Classified Positions/or increase in percentage of existing positions. | Classified Staffing Priorities | Requests for classified positions will compiled on a list and sent to the CSP committee. |
| New Programs/certificates | Curriculum Committee | These program/certificates must be approved by the curriculum committee. |
| Training and Professional Development above normal | Professional Development/Budget Resource Council | These are items over and above what the PDC can provide. |
| Expansion/Conversion to Distance Learning | Dean of Distance Learning and Distance Learning Committee | Requests will be compiled and sent to the committee process for discussion. |
| Service Agreements | Budget Resource Council | Requests must include justification. |
| Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating | Budget Resource Council/Dean | These items must include a compelling reason and be above what the normal budget will allow. |



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Appendix D

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.