Santa Rosa Junior College
Program Resource Planning Process

MESA 2017

1.1a Mission

Mathematics, Engineering, Science Achievement (MESA) **Community College Program** Mission: To serve educationally and economically disadvanataged students, with an emphasis on students from groups with low rates of college eligibility, so they can excel in math and science and attain STEM degrees from four-year institutions. MESA is administered by the California Community Colleges Chancellor's Office, Funds for Student Success, and the University of California MESA Statewide Office.

1.1b Mission Alignment

Revision Pending

The MESA Community College Program's mission aligns with the District's Mission Vision and Values by:

- Providing lower division academic support services to support transfer in STEM disciplines
- Supporting the District's Student Equity Plan, specifically disproportional impact identified in the area of transfer attainment
- Creating STEM-specific student support services to improve student access, retention and persistence, and transfer
- Supporting career and technical education in order to facilitate economic development and job growth
- Challenging students to participate fully in the learning process, balancing course content mastery with relevant pre-professional work experience
- Supporting awareness and respect to ethnic, cultural, gender, age, and socioeconomic diversity in academic and work settings.

1.1c Description

Established over 42 years ago, the MESA programs serve students seeking careers in math, science and engineering fields. Historically, MESA has demonstrated a strong connection between student success in STEM disciplines and campus engagement in major specific enrichment. MESA creates and provides a strong community of support for STEM students and is built upon the pillars of building community, academic success, leadership, and professional development.

Established in 1999 the Santa Rosa Junior College MESA Community College Program is a dynamic academic support program for transfer students pursuing a baccalaureate degree in a engineering, computer science, biology, chemistry, physics, and mathematics. The fundamental mission of the MESA Community College Program is to increase the number of students that prepare for and enter into professions requiring a STEM degree.

The MESA Community College Program and *MESA pre-college outreach* programs are closely aligned to assure a streamlined system of services. The student service components of MESA include:

- Community building through a MESA Student Study Center & MSP Classes
- Academic support, peer tutoring, mentoring
- Persistence towards earning a high school diploma
- Assistance in matriculating from high school to SRJC
- Assistance in the transferring from SRJC to a 4-year college or university
- Counseling and academic course planning
- Career preview and professional development opportunities through project-based learning, guess speaker presentations, and internships and fellowships

The Santa Rosa Junior College MESA Program is a collaborative effort supported by the MESA Statewide Office at the University of California Office of the President, the California Community Colleges Chancellor's Office, local industry sponsors, and the Sonoma County Junior College District.

1.1d Hours of Office Operation and Service by Location

The MESA Student Study Center, located in the Lawrence A. Bertolini Student Services Center, operates public service hours Monday through Thursday from 8:30 AM to 7:00 PM and Friday from 8:30 AM to 12:30 PM.

In addition to center hours, the program provides evening, Saturday, and weekend service as needed. The MESA CCP manager supervises all after-hour, weekend activities and fieldtrip travel associated with the MESA Community College Program. The MESA Student Study Center is supervised by the Manager, MESA Programs and a part-time classified and STNC support staff.

1.2 Program/Unit Context and Environmental Scan

Environmental Scan (2012-2013)

Inclusive of the local to national landscapes, several sources highlight the need for STEM education and initiatives that build STEM innovation and technical workforce capacity. Multiple factors are working to increase demand for a STEM-educated workforce: 1) California's increasingly knowledge-based economy; 2) needs of an aging population; 3) scope of California's workforce eligible to retire.

- Local investment in STEM: $3.5 million dollar five-year private/public partnership by the Sonoma County Building Economic Success Together (BEST) to support local job creation and economic development

- CA is Educating Too Few Student in STEM (Campaign for College Opportunity, Technical Difficutlies, 06/19/09): In California, growth in STEM employment (20.3%) is greater than growth in non-STEM employment (13.6%) through 2016 while at the same time the number of STEM degrees is increasing more slowly than non-STEM degrees

- Education (Huffington Post, JD Hoye, "Making Good on President Obama's STEM Challenge, 02/14/13): Though early interest in STEM remains strong, 60% of students interested in a STEM career change their minds within the first year of high school.

- National Environmental Education Foundation, 2012: By 2014, about 2 million STEM-related jobs will be created; currently, only 1 in 18 workers in America are in STEM fields. Workers with a STEM background have earned about 26% more, with engineers earning some of the highest average beginning salaries for bachelor's degrees.

- 2012 Community College League of California: STEM community college to UC transfer students account for 48% of UC's bachelor's degree in STEM

- 2010 Bureau of a Labor Statistics: Demand for STEM professionals will remain robust with fastest growth in biomedical, civil, environmental, mechanical, industrial and petroleum engineering.

- International (NACME, Latinos in Engineering, July 2011): International trends in STEM demonstrate a rapid increase in the production of new engineers in nations like China and India; US underrepresented minorities (African Americans, Latinos, and American/Alaska natives) represent an untapped talent pool in the United States; Latinos represent 6 percent of the U.S. engineering workforce, but account for 14% of the overall U.S. workforce.

STEM outreach and student success programs within the California community college system play an increasingly important role in a student's path toward a STEM bachelor's degree.
Program Context framed by the Environmental Scan

The MESA Programs at Santa Rosa Junior College sit at a critical crossroad between changing STEM CTE workforce preparation and STEM bachelor degree attainment. The MESA Programs must be guided by the District and the goals and actions of strategic planning. The District's

strategic directions will establish a STEM-education pathway whereby MESA retreats, stabilizes without change, or expands to actualize a greater and more comprehensive STEM-education initiative.

The MESA Community College Program at SRJC is funded through the California Community College Chancellor's Office, Fund for Student Success, and the Sonoma County CC District. The California Community Colleges' Fund for Student Success received $1.5 million in 2012-13, down from $2.5 million. As a result, SRJC's MESA Community College program received a 38% funding reduction for the 2012-2013 year. This reduced funding level will remain through June 30, 2016. The program functions under the administration of Academic Affairs with operational links to Student Services.

The MESA Community College Program supports STEM transfer students by instituting protective measures to amend the research-validated risk factors for college completion ,while preparing students for academic and professional success at a four-year college or university (Sternberg, Robert, Inside Higher Ed, *Essay on the use of research to improve student retention*, February, 7, 2013.)

1. Uneven formal academic knowledge
2. Lack of informal knowledge about being a college student
3. Inadequate development of self-regulations skills
4. A mindset believing in fixed rather than flexible abilities
5. Disengagement from the college environment
6. Lack of interest in development coursework
7. Issues in academic trajectory
8. Financial concerns

2.1a Budget Needs

Currently, the MESA program does not receive District funds for 4000s and 5000s budget categories.

Under 2017-2018 program mandates, the MESA Center will be required to maintain a textbook resource library for use by students and tutors. In academic year 2016-2017, MESA categorical funds expended $1,000 for the purchase of required STEM textbooks (4110.00). For AY 2017-2018, the program projects a required District match of $1,000.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	02	$8,000.00	FWS match; Major prep peer tutoring in STEM disciplines
0002	Santa Rosa	01	02	$1,000.00	Mandated STEM textbook resource library

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Program Specialist - MESA Programs and Outreach	32.00	12.00	Assists with implementation and monitoring of MESA and student equity projects

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Manager, MESA Programs	40.00	12.00	Responsible for design, implementation, data management, and continuous evaluation of the MCCP; supervising faculty for CSKL 770 sections in MESA; monitors mandates from the CCCCO, Student Equity and the MESA Statewide Office; supervises MESA Student Center, classified, STNC and student employees; serves as the District administrator for Adelante.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Peer Tutors (11)	40.00	9.00	Drop-in tutoring; AEW Workshop facilitators; a 15% decrease from AY14-15
STNC, MESA Center Assistant	24.00	9.00	Provides clerical and general adminstrative assistance to support MESA Center activities; assists with student performance measure tracking

2.2d Adequacy and Effectiveness of Staffing

Currently, the MESA program is over reliant upon **STNC support.** MESA hires multiple STNCs in order to backfill for a **75% Administrative Assistant I** position; this practice has been in place since 1999. The practice creates high turnover, burdensome retraining, redundancies, and shifts clerical processing tasks to management. Permanent classified support is critical to student enrollment and outcome tracking, purchasing, field trip coordination, event marketing, center supervision, and ongoing program evaluation for MESA, CCCCO, and Student Equity.

In 2012 MESA's full-time **classified position** was "reengineered." The position has not been fully reinstated. The current 80% classified, Student Equity funded Program Specialist position needs to be increased to a full-time, 12-month assignment in order to sustain the mandated 13 service components of MESA and new, additional Student Equity workload.

MESA expends approximately 25% of its categorical budget on **student employee** positions in order to comply with MESA service components IV (Academic Excellence Works), VII (Student Support Services), and XI (Student Organizations). MESA benefits from $2,500 in District FWS; District FWS funding to MESA (1392) needs to stabilize at $8,000 per year.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	Program Specialist-MESA Program & Outreach(80%)	Program Specialist-MESA Program&Outreach(100%)	Classified
0002	Santa Rosa	02	02	NA	Admin. Assist I; 75%; 12-months	Classified
0003	Santa Rosa	02	01	Student employee	Student employee (FWS)	Student

2.3a Current Contract Faculty Positions

Position	Description
None	

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Does not apply	0.0000	0.0000	0.0000	0.0000	MESA has no faculty payroll

2.3c Faculty Within Retirement Range

No faculty retirements anticipated; 1 full-time management retirement antcipated within the next three years.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

MESA has no faculty positions assigned to the program from Academic Affairs.

MESA currently benefits from a part-time, 15-hour per week, fall and spring semester dedicated counselor assigned by the VP of Student Services. MESA's grant requires "*a dedicated MESA counselor...with an adequate number of hours to meet the needs of MESA student*s." In order to comply with MESA's academic counseling (Grant Component V) requirements to provide each student with a complete long-term student educational plan, to monitor and up-date the plan at least once each semester, to cluster students in classes with supported Academic Excellence Workshop offerings, to establish an early alert system specific to the needs of MESA enrolled students, to coordinate with campus Matriculation and Articulation, and to work with the MESA CCP Director to offer and support the offering of a MESA Orientation Program, the current assignment needs to be increased to 20 hours per weeks, 12-months per year.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	02	MESA Program Counselor; STEM	Enhanced Ed Plan w/ Individual Development Plan SLO; Student enrichment activity SLO; SLO assessment

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

With Student Equity one-time funding, the existing equipment, technology and software are adequate to meet the needs of MESA.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	N/A	0	$0.00	$0.00			

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

The existing facilities meet the immediate needs of the MESA Programs; however, the reduction in overall "seats" and student computer workstations are problematic and must be considered in any future facilities planning.

Designs for the Shuhaw+Bech replacement building must include planning for **Adelante** program facilities needs. MESA will no longer be able to be displaced during the summer in order to accommodate Adelante Office staff.

3.1 Develop Financial Resources

In 2013-2014 MESA contributed to the development of financial resources in the following ways:
- August 2014 - Submitted a $600K funding proposal to the National Science Foundation under the NSF S-STEM scholarship program; the grant was not funded.
- August 2014 - Submitted a $ 20K funding proposal to the Agilent Foundation; awarded.

- October 2014 - Submitted a $4K funding proposal to the SRJC Foundation; awarded.
- September 2014 - Submitted a $20K funding augumentation request to the MESA Statewide Office to support a local MESA Schools Program; awarded.

Though MESA is not an academic department, having neither faculty nor classes assignments, the program managed enrollment and course offerings to maximize apportionment funding.

- The MESA Center is a learning lab for a fall and spring section of CSKL 770. The revenue from the MESA Center averages $75 K, annually. No faculty costs are associated with this class offering, as the MESA Programs Coordinator qualifies as the on-site instructor.
- For spring 2015, the MESA Schools Program leveraged new concurrent high school enrollment of all students served by that program in grades 9-12. This increased the unrestricted general fund local revenue by approximately $4 K.
- For spring 2015, the MESA Community College Program converted a successful REU non-credit Research Poster Project into a funded ENGR 102 section, generating approximately $4 K in revenue.

3.2 Serve our Diverse Communities

The MESA program serves all students meeting the academic and educationally/economically disadvantaged criteria established by the California Community Colleges Chancellor's Office and to the greatest extent possible by law encourages participation from historically underrepresented populations.

60% of MESA Community College students at SRJC identify as Hispanic, Black, Native American, Pacific Islander, or Filipino.

For 2015-2016 MESA anticipated limited capacity to enroll new students. Proriority acceptance into MESA will be awarded to STEM transfer students who are first-generation and low-income.

3.3 Cultivate a Healthy Organization

Because valuable, relevant professional development contributes to employee engagment and collegiality, both the MESA Community College and the MESA Schools programs provide grant dollars to support the staff travel and professional development, including attendance at the SACNAS conference (Society for the Advancement of Chicanos and Native Americans in the Sciences.)

The MCCP coordinator is required to attend at least two regional MESA Directors Meetings. A portion of each meeting is dedicated to relevant areas of staff development.

After completing Human Resources online education lesson, MESA displays District approved GALEAF Safe Zone signage.

3.4 Safety and Emergency Preparedness

To date no action has been taken to share the District's Injury and Illness Prevention Program with the STNC and student employees in MESA. The item will be incorporated, as appropriate, in the fall 2013 staff and student employee orientations conducted by the Coordinator-MESA Programs during the first two-weeks of the fall semester.

In 2013 MESA staff was trained in the use of the stair evacuation chair. With DRD located on the 3rd floor of Bertolini, MESA has assumed a secondary role in emergency preparation.

 In February 2013, the following information was distributed by the Director, Student Affairs & New Student Programs to program managers housed in Bertolini:

Area Safety Coordinators
1st Floor East – Sandy/Sahara
1st Floor West – Andy/Francisco
2nd Floor East – Marcia/Nicole
2nd Floor West – Inez/Monica
3rd Floor East – Lindsay
3rd Floor West – Marianne/Amy

Building Safety Coordinators
See Student Services PRPP.

3.5 Establish a Culture of Sustainability

When appropriate, students and staff recycle paper that has one "clean" side for center scratch paper. The Center has student and staff recycling bins for paper, glass and plastic. All toner cartridges are recycled. Used batteries are disposed of properly. MESA uses the Cubby Announcement Portal and center digital display in lieu of printing and posting special event flyers.

For MESA's student computer lab, the program welcomes being a test/pilot location for a new GO PRINT monitoring and payment project directed by IT.

The MCCP utilizes CCC Confer for conducting meetings with the Chancellor's Office and CAMD (California Association of MESA Directors).

4.1a Course Student Learning Outcomes Assessment

 Does not apply.

4.1b Program Student Learning Outcomes Assessment

While Academic Affairs has focused on the development and assessment of student learning outcomes for programs/units that offer certificates or majors, MESA has concentrated on assessing the measurable outcomes delineated in the program's funding guidelines with the CCCCO.

However, in 2014-2015 MESA aligned with Student Services to initiate and evaluate program Student Learning Outcomes. Those are summarized below:

Program Level SLOs
SLO # 1) - Assessed Fall 2014

Odd-Year SLO (AY 2013-2014, AY 2015-2016, etc.) assessed in the fall semester at the end of the given academic year:
As a result of participation of the MESA Community College Program, students will demonstrate an understanding of collaborative academic and pre-professional workforce skills by completing at least 4 program involvement activities each year.

During a MESA Program orientation, students are informed of the program's learning objectives and given examples of program involvement activities that contribute to collaborative academic work and pre-professional skill development. Four times a year, students are surveyed to self-assess the objective (quantitative) and subjective (qualitative) progress. See SLO Evaluation Rubric.

MESA SLO #1 – Collaborative work and pre-professional skill development

Category	Distinguished	Proficient	Non-Performance
Completes at least 4 college "engagement" activities (Quantity)	The student has identified participation in more than 4 program enrichment activities	The student has identified participation in 4 program enrichment activities	The student has not self-reported participation in at least 4 MESA program enrichment activities
Identifies activity as advances one's academic or pre-professional skill development in support of MESA program mission (Quality)	The student is able to link each activity to his/her personal academic or pre-professional skill development and provide a description of the relevancy	The student is able to identify each activity as contributing to his/her academic or pre-professional skill development	*The student is not able to identity an academic or pre-professional objective*

Results

Assessments were made during the summer 2014 and fall 2014 semesters. By spring 2014, 162 students were enrolled in the MESA program. Student survey information was collected and reviewed during the fall 2014 semester, resulting in the following:

Of the students enrolled in MESA, 39.5% completed distinguished work in the area of collaborative work and pre-professional skill development through MESA program involvement. 17.9% were proficient, meeting the minimum performance standards. Overall, 57.4% of MESA enrolled students met or exceeded the performance outcome. 42.5% of MESA enrolled students failed to satisfy the academic and pre-professional skill standard expected of students in the program.

Department dialogue and written report to be submitted as part of MESA's annual end-of-year report to the CA Community Colleges Chancellor's Office.

Because MESA has two enrollment levels, it was felt students were confused about who was going to be held accountable for completing the required engagement activities. Clarification and a new MESA Program Involvement Agreement (MPIA) were built into the fall 2014 new student MESA program orientation.

The department plans to refine the survey tool used to assess the learning outcome.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	MESA	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Collaborative skill development		X		X	X		X	X	X	X	X	X	X			X

4.2b Narrative (Optional)

5.0 Performance Measures

Performance Measures _ Narrative

Why MESA...

Preparing a 21st Century Workforce: Themes

> "I called for an all-hands-on-deck approach to science, math, technology and
> engineering. Let's get more kids studying these subjects. Let's make sure
> these fields get the respect and attention that they deserve."
>
> ~ President Barack Obama, February 2012

In 2009, the White House set the goal of restoring the United States to first place in the world in the percentage of people earning a college degree. To support this goal, the administration made commitments to improve the quality of STEM education at all levels, so that over the next decade more U.S. students will be well prepared to pursue a STEM degree and more actually attain such a degree (White House Office of Science and Technology Policy, February 13, 2012). STEM education is the social justice issue for the 21st century workforce.

Who is served....access ....

The population of Sonoma County has grown with a greater proportional growth in Hispanic/Latino residents. Additionally, the proportion of White residents has decreased, while the proportion of Black and Native American residents has remained stable. Projections of county 12th-grade enrollment indicate the high school class of 2022 will be 46.1% Latino, making Latinos the largest ethnic group enrolled. A four-year snapshot of MESA student enrollment is a testament to the program's ability to enroll STEM transfer student who traditionally have had the lowest eligibility rate for UC/CSU attendance. (See table 1.)

Table 1: 3-Year MESA Enrollment Summary (% by Ethnicity)

Academic Year	Cohort	Mexican American and Other Latino	Black/ African American	Native Indian/ Alaskan	Asian/ Pacific Islander	White	Other
11-12	MESA[1]	47.8%	4.4%	0.7%	3.7%	39.7%	3.7%
	SRJC[2]	16.6%	2.9%	0.9%	4.7%	56.9%	18.0%
12-13	MESA[1]	34.3%	2.1%	0.1%	14.7%	48.2%	4.1%
	SRJC[2]	17.9%	2.5%	.62%	4.0%	55.3%	4.4%
13-14	MESA[1]	38.1%	3.5%	1.0%	11.4%	40.3%	3.9%
	SRJC[3]	31.3%	2.3%	.8%	.4%	51.8%	5%
Notes: [1] MESA LIAB Data; CCCCO Participants [2] SRJC students enrolled in 12+ units [3] 2014 SRJC Factbook							

To be academically eligible for MESA, a student must demonstrate the "ability to benefit," qualifying to register in intermediate algebra, must complete diagnostic assessment testing, and must develop a long-term educational plan consistent with transfer in a calculus-based STEM field.

Additionally, a student must present characteristics consistent with being economically (qualify for need-based financial aid) and educationally (first-generation college attender) disadvantaged. Finally, and unless a District provides additional funding support, the CCCCO caps program enrollment at 100 students per year. Historically, MESA at SRJC exceeds this recommendation because of District in-kind support. Still, since 2002 MESA enrollment has been capped by the four-week of each fall semester. In academic year 2011-2012, the SRJC MESA program began accepting ASEM students per CCCCO guidelines in order to benchmark untapped student need and the potential for growth. (See table 2.)

Table 2. 3-Year MESA Enrollment Summary (Fall Semester Census)

	2011-2012	2012-2013	2013-2014
Number of MESA & ASEM Students	**254**	**136**	**201**

Is the mission of MESA being met....

MESA transfer performance outcomes positively contribute to increasing the number of STEM bachelor's degrees awarded. As reported in 2015 by the Community College League of California, transfer students from community colleges to the University of California account for 48% of the UC's bachelor's degrees in STEM.

Beyond Sonoma County and California, the overall transfer success of SRJC MESA students bodes well for the national economic picture. The Bureau of Labor Statistics *Occupational Outlook Handbook 2012* projects a need for 178,300 more engineers in the next decade with fastest growth in biomedical, civil, environmental, mechanical engineering. The National Action Council for Minorities in Engineering (NACME) add clarity to this projection, acknowledging that in order to tap the richest pool of talent, bachelor degree awarding institutions need to look to URM (URM means underrepresented minorities, includes African Americans, Latinos, and American Indian/Alaska Natives) populations at community colleges. The White House Council on Women and Girls and the National Alliance for Partnerships in Equity add gender balance to the discussion, noting a long-standing underrepresentation of females in STEM fields.

MESA Program Outcomes – Transfer Rates
UC, CSU and Other Institutions (4 –Year Review)

Table 1	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14
MESA Enrollment	n = 127	n = 130	n = 254	n = 146	n = 165

Transfer Rate	33% (42)	39% (51)	21.6% (55)	34.9%	37%
Transfer to UC	45%	29%	49%	55%	51%
Transfer to CSU	48%	57%	44%	31%	44%
Other Transfer Institutions[a]	7%	14%	7%	14%	3%

Note: [a] = Private and Out-of-State Colleges and Universities

SRJC CCD Program Outcomes – Transfer Rates to UC, CSU and Other Institutions
*=only UC and CSU calculated values

Table 2	2011-2012	2012-2013	2013-2014
SRJC Transfer Students	n = 1612	n = 1404	n = 1181*
Transfer to UC	16%	18%	22%
Transfer to CSU	50%	51%	78%
Other Transfer Institutions	34%	31%	

The CSU report "Divided We Fail" calls into question the ability of the community college system to help students attain their academic and career goals. The report reveals those once students arrive at a community college not many of them actually achieve a certificate, A.A./A.S degree, or transfer within six years; 70% of the degree-seeking students do not complete either a degree or a certificate or had not transferred.

For the 2010-2011 MESA transfer cohort, 75% transferred in less than 6 years and nearly half (45%) transferred within 4 years.

 For the 2012-2013 MESA transfer cohort (as of 04/01/13), 86% transferred in 6 years or less and 66% transferred in 4 years or less.

 Overall, students in the AY 12-13 MESA transfer cohort transferred on average (mean) in 8.55 semesters.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Does not apply

5.2a Enrollment Efficiency

Does not apply.

5.2b Average Class Size

Does not apply.

5.3 Instructional Productivity

Does not apply.

5.4 Curriculum Currency

Does not apply.

5.5 Successful Program Completion

Does not apply.

5.6 Student Success

General Data: Academic Progress

MESA enrolled students present with identified at-risk factors, specially first-generation college attenders and financial need.

Based on information in the 2013-2014 Student Services Program Review for the MESA cohort

- 201 MESA/ASEM students were enrolled, a 302.00 total FTES

- This cohort performed better than the overall SRJC student population and the credit only students in retention and persistence. 96% of the MESA cohort persisted from fall to spring enrollment.

- For degree applicable courses, 83% demonstrated successful course completion.

5.7 Student Access

Student Access - MESA

Based on District enrollment numbers, MESA serves a greater proportion of historically underrepresented students.

MESA student access complies with the enrollment expectations detailed in the CCCCO funding guidelines and the District's Strategic Plan.

General Data: Student Access

Proportionally, MESA serves a greater number of males, non-native speakers, disabled and financially disadvantaged students.

Access Student Services Program Review PRPP Data

	MESA/ASEM Cohort 2013-2014	MESA/ASEM Cohort 2013-2014	SRJC Overall Student 2013-2014	SRJC Overall Student 2013-2014
Total Students Enrolled in Credit	201	100%	32,675	100%

English NOT Primary Language	27	13%	7,744	20%
Gender				
Male	142	71%	17,308	44%
Female	58	29%	21,118	54%
Disability				
Primary	23	11%	2,496	6%
Secondary	8	4%	847	2%
Financial Aid				
Received	139	69%	13,437	34%
BOG Waiver	134	67%	13,066	33%
Pell Grant	55	35%	1,886	12%

5.8 Curriculum Offered Within Reasonable Time Frame

Does not apply.

5.9a Curriculum Responsiveness

Does not apply

5.9b Alignment with High Schools (Tech-Prep ONLY)

Does not apply.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

5.11a Labor Market Demand (Occupational Programs ONLY)

See Environmental Scan, section 1.2.

5.11b Academic Standards

Does not apply.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	Santa Rosa	01	01	Leverage the present strengths in the District's MESA Programs and STEM cluster programs to secure a NSF-S-STEM grant; institutional the STEM Fellows Program initiative in AY 2012-13 with funding from an Agilent Technologies Foundation grant; create a STEM course, "An Introduction to Research", as a STEM-specific alternative to LIR 10, thereby opening AA-degree completion to a greater number of STEM transfer students	By 08/13, submit an NSF S-STEM grant; submit a new course proposal	05/13-01/14	NSF grant submission completed by district faculty team and includes plans for a new research/science communications course; Keysight Technologies Foundation awarded.
0003	Santa Rosa	03	02	Consolidate existing STEM-focused K-12 outreach, CTE, transfer programs in order to improve efficiency, resource management and measureable student success outcomes in areas identified as STEM supporting	Identify a task workgroup; cooperation to realign exisiting services/positons	2013-14	Completed; supported through new classified Program Specialist position AY 16-17

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	MESA demand exceeds program enrollment capacity. Future enrollment procedures will emphasize student equity eligibility.
Santa Rosa	To address the transfer success gaps for populations identified in the District's Student Equity Plan, MESA will utilize student survey feedback to redesign it academic support and early alert services and practices.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	08	02	To increase the SE funded Program Specialist assignnment to a full-time position	Submit a funding proposal to the Student Success and Student Equity Committee and AA/SS for an additional $17, 500 to increase the position from 12-months @ 80% to a full-time 12-month assignment	07/01/17-06/30/18	District: Apportionment from MESA's CSKL 770 (cost neutral) and/or additional student equity funding
0002	Santa Rosa	03	01	The continuous improvement of MESA's LIAB	To secure 2 additional industry representatives to serve on the LIAB; To launch a MESA Alumni division of the LIAB to accommodate student need for peer-mentoring	07/01/17-06/30/18	Staff time
0003	Santa Rosa	04	01	MESA's district webpage will comply with zero defeats and ADA compliance standards; to create a parallet Canvas platform for content	To enhance the existing webpage by adding 2 new features	07/01/17 - 06/30/18	Staffing time; Professional development resources and time for program based Canvas content development