Program Evaluation and Planning Verification Report  
MESA  
December 2009  

Program Evaluation Chair: José Hernández  
Program Evaluation Team: Faye Smyle, Anne McCallum, María Villagómez  

Statement of Completion  
The MESA evaluation report is complete and accurate. After an email questionnaire with the Chair, the Evaluation Team suggested changes on the PEP report. Our team would like to congratulate the MESA team on writing a thorough and excellent report.  

Strengths  
- Community outreach and recruitment and establishing relationships with secondary schools, 4-year institutions, community leaders, and professional organizations.  
- Increased its participants by at least 10 participants per year, and maintained consistent retention rate.  
- Successful recipients of numerous grants.  
- Successfully transfers participants to 4-year colleges including UC Davis and UC Berkeley.  
- MESA staff is highly dedicated to the program and student success.  

Areas for Improvement  
- Attach student contract, student eligibility form, and MESA application to PEP report.  
- All student feedback should be collected in writing.  
- Work with SLO Coordinator to assist in rewriting SLOs to emphasize student outcomes after completion of MESA program, and to conduct an assessment of program SLOs.  
- Create additional SLOs for the participants who might have completed at least 1 program SLO prior to becoming part of MESA.  
- All course content delivered to MESA students MUST be officially included in the Counseling 101 Course Outline of Record and approved by the curriculum committee.  
- Advisory Committee selection process, objectives, and roles needs to be documented and made public.  
- Internal tracking of enrollment and retention data.  

Summary  
The MESA Program’s goals and objectives have highly benefited the MESA participants and the college in so many ways. They have established important relationships with prestigious institutions which directly benefits the students. It has tripled its membership. The MESA staff has been extremely dedicated to Napa Valley College students.  

The verification team recommends contacting the IT department regarding the computer replacement request. We also recommend including the MESA Specialist and Counselor requests in the Unit Plan along with computer requests. We would also like encourage MESA to continue the development of the Results Satisfaction Survey, and to continue to explore opportunities or strategies for increased outreach to females.  

Thank you for your tremendous amount of effort in writing the PEP report.
Student Services & Academic Support Program Evaluation
Part 1

Program/Service:  Mathematics Engineering Science Achievement (MESA)

Date:  Fall 2009

1. Mission

A. Program Mission Statement
   This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service contribute to the Napa Valley College (NVC) Mission? Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

   The mission of Mathematics, Engineering, Science Achievement (MESA) is to prepare educationally disadvantaged students to transfer to a four-year college or university with a math-based degree in areas such as engineering, the sciences, computer science, and mathematics. Through MESA, students develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally. Accomplishing this mission, MESA students and graduates will be better able to make significant contributions to the socioeconomic well-being of their families and their communities.

B. The program falls within one or more of the following categories (check all that apply)

   X  Student Services Program
   X  Academic Support Program
   □  Other___________________________________________

2. Accreditation and External Reviews

A. Review the Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams that are relevant to the program/service and how the program/service has responded.

   Not applicable.

B. Indicate the sources of information used in question 2.A.
   □  Accreditation self study planning agenda
   □  Accreditation final report
   □  Previous program evaluation recommendations

   Not applicable
C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the program/service and how the program responded.

Not applicable

D. If this program/service is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

Not applicable

E. Reflect on your responses to Section 2. Accreditation and External Reviews. If improvements or changes are needed, write objectives on Schedule A.

3. Services, Curriculum and Instruction

A. What specific services does the program offer?

The MESA Center provides direct support to all NVC MESA participants by providing a high quality designated computer lab, free tutoring, personal advising, and access to leadership training institutes, seminars and conferences. MESA facilitates: math based paid internships, Academic Excellence Workshop (AEW) instruction by faculty in a variety of science, math and engineering disciplines, academic counseling, information on educational financial concerns, and community volunteer service.

B. How does the program ensure that these services are meeting the needs of students/clients? How do you evaluate how well the services are meeting the needs of students/clients?

Evaluation has been conducted via feedback from students as well as from those providing AEW’s, internships and/or providing leadership development activities.

C. Prepare/revise the Student Learning Outcome Matrix.

There are no courses offered under the MESA designation. Consequently, no SLO matrix is complete. The MESA program SLOs are attached.

While not applicable this semester, please note we have offered this as a modified counseling 101 to fit the needs of our students; was switched to counseling 105 with changes to the syllabi to fit the needs of our students. This spring semester, it was cancelled by the Counseling Division due to not having 15 enrolled at the first meeting, although the first meeting was in error as our class is a late-start class.

There is a need for a MESA Orientation Class. Over the last five (5) years, the MESA director has team taught with an NVC full-time counseling instructor a basis of this concept under the auspices of a designated counseling course. For three years this course was taught gratis on campus until we were notified we could no longer provide
this free service. Hence the last two spring semesters, the instructors were paid. This class has always been scheduled during the spring semester at the students’ lunch time due to their heavy academic load and structuring of the science, math and engineering classes that do not allow much discretionary time for our student population. Furthermore, realizing many students on our campus are not yet ready to declare a major, the instructors opened the class to accommodate those students as well. Please note the state-mandated MESA (RFA Specification Number 08-101-014) requirement below:

“6. MESA/CCCP Orientation Course:
Describe in detail your plan to develop and offer a MESA orientation course. Each center is required to offer an orientation course (usually one unit per semester or quarter for first year or new students) taught by MESA staff or faculty. The orientation course describes basic elements (services and activities) of the MCCP, informs students of their responsibilities as participants of MCCP, creates a sense of community among MCCP students and with the greater MESA network, cultivates study skills, promotes personal and professional development, provides an overview of technical careers, four-year colleges, and corporations, and encourages timely completion of transfer programs. In addition to these components, the use of the “Strengths Quest” assessment tool is advised for all incoming MESA students. Technical assistance in developing the Orientation Course is available through the MESA Statewide Director of Community College Programs and experienced MCCP directors.”

D. Review the course outlines of record:
1. Assess the appropriateness of the courses to the program.

Not applicable.

2. Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

Not applicable.

3. Determine which course outlines have not been updated since the last program evaluation or within the past five years.

Not applicable.

4. Write SLOs for the program and for each course.

Program SLOs have been written and attached to this report.

E. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the instructions provided by the Curriculum Committee.

Not applicable.
F. Assess Student Learning Outcomes

1. Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

Strengths Quest is a book written by Donald O. Clifton, co-author of the national bestseller *Now, Discover Your Strengths*, and recognized “Father of Strengths Psychology,” and Edward “Chip” Anderson, who has taught education, psychology, and leadership at UCLA and Azusa Pacific University. It has been utilized and will continue to be offered through the MESA Program. The product offers the student the opportunity to discover and develop their top five themes to achieve academic, career, and personal excellence. Formal assessment procedures will be implemented once the ad hoc Assessment Committee completes its study.

2. Summarize your findings from the data.

Not applicable.

3. An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways were the expected learning outcomes made public? Check all that apply:

☐ Syllabi
☐ Catalog
☐ Brochure
☐ Website
☐ Other - Develop MESA course with an appropriate assessment instrument.

*Note: All four of these areas will identify SLOs once they have been formalized and approved.

G. How does this program/service support student learning in NVC instructional programs?

MESA’s goal is to increase student retention in science, technology, engineering and math (STEM) majors.

H. What future trends are likely to impact the program/service?

Fiscal funding and support of MESA; inclusive of equipment updates and ongoing maintenance issues relevant to our MESA Computer Lab.

I. Are services being offered on-line? If yes, describe.

1) Describe services that are available on-line.

On the MESA webpage, we advertise our services, internships, scholarship and keep a calendar of events.

2) Discuss plans for future on-line offerings. Describe any challenges that have been identified and needs that must be addressed to support the development of on-line services.
3) How does the program assure equitable access to all students regardless to service location or delivery method (i.e. students enrolled in on-line courses)?

We have an accessible computer lab open to all of our MESA participants; services available to participants are posted on our website and/or MESA information boards.

J. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

See Schedule A attached.

4. Community Outreach

A. Off-Campus Offerings

1) List the services that are available off-campus and identify the location(s) where services are offered (Upper Valley Campus, American Canyon/South County, other/identify).

We hold educational workshops, mentorship, community volunteer and recruitment efforts at various Napa County high school sites, Napa County Office of Education, a variety of non profits including: CyberMill, Puertas Abiertas, Napa Valley Housing, Connelly Ranch, and The Land Trust of Napa County, as well as events facilitated through the NVC Outreach Committee.

2) Discuss plans for future off-campus services. Describe any challenges and needs that must be addressed to support off-campus services.

Not applicable.

B. What recruitment and/or community outreach activities has the program/service engaged in or initiated?

Below is a list of some of our activities/events that the MESA Program has engaged in or initiated on/off campus:

- American Canyon College Awareness Night
- Napa Valley College: Open House Day(s)
- Napa Valley College “Community Open House Upper Valley Campus”
- Jose Hernandez and Rene Rubio are Puente Mentors
- MESA Fall and Spring Fairs
- Participation each semester in NVC’s “Club Rush”
- Planning committee members for the Napa Valley College’s Latino Youth Leadership Conference
- Volunteer at an information table at the NVC Job Fair
C. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

We participate in “Career and College Fairs” for Vintage High, Valley Oak and Napa High. We have done presentations at New Tech High School promoting Napa Valley College and the MESA Program.

We serve as NVC liaison with UCLA and UC Berkeley. We have a working partnership with UC Berkeley’s Biology Scholars Program, are members of and/or participated in the Biology Transfer Consortium, Environmental Leadership Pathway Program (ELP), UCLA’s Summer Intensive Transfer Experience (SITE), and the Center for Excellence in Engineering and Diversity (CEED).

Our staff and students have participated in events/research at the 2- and 4-year institutions as follows:

- Co-facilitated the NSF sponsored 2nd and 3rd Basic and Advanced Science and Technology Academies of Research (BA STAR) Symposium at UCLA and CSU, Sacramento
- Vintage High School Annual Latino Conference
- Valley Oak High School Career Fair
- Participation in the annual Napa Earth Day Celebration and on the Napa Valley College Solar Celebration planning committee

D. What has the program/service done to establish relationships with businesses and community organizations?

- California Association of MESA Directors (CAMD)
- NVC’s Diversity Task Force participant
- Advocate of MESA through the California Office of HACU (attended the Sacramento session and followed up with discussions with Napa County political representatives in Sacramento)
- Attended the National HACU Conference in Chicago and met with HACU Board of Governor representatives as well as with Federal Department of Transportation representatives
- President of the Napa County Hispanic Network
- Napa County Democratic Central Committee
• Napa Valley Leadership Council member

E. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

It primarily serves as a promoting effort. The advisory members are sent monthly reports (effective January 2009) and invited to at least two MESA functions at NVC per year.

As part of our MESA Request for Application (RFA), one of our key objectives is to have a MESA Regional Business/Industry Council. The following are on our round table:

• Charles Meng, NVC Board of Trustees
• Francis Ortiz-Chávez, Trustee, Napa Valley Unified School District
• Antonio Castro, NVC Engineering Instructor /Agilent Technologies Electrical Engineer
• Dorothy Lind-Salmon, Napa Valley Economic Development Corporation
• Andy Kinane, NVC Instructor, Engineer/CASCE
• Erica Cruz, Engineer, Schaaf & Wheeler
• Windy Martinez, NVC Associate Dean, Special Services
• Peter Allen, Consultant Emerging Markets Economics, Instructor at NVC

F. Reflect on your responses to Section 4. Community Outreach. If improvements or changes are needed, write unit objectives on Schedule A.

See attached Schedule A.
Reviews and Signatures
Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

5. Enrollment Trends and Student Satisfaction

A. Review the participation rate data and describe recent trends.

1) Have there been significant fluctuations in the number of students served? If so, explain.

MESA program has increased its participants from 38 in spring 2002, to 100 plus the last three years. There have been no fluctuations in the number of students served during the last three years and MESA has maintained over 100 students a year during that period. MESA transfer-students to UC and CSU campuses since 2002 has also increased, resulting in 24 transfers in 2009; 18 in 2008; 22 in 2007; a 21% average transfer rate over the last three years. Academic Excellence Workshops (AEW), a small community of students working collaboratively to master course material with the guidance of a Science Mathematics Engineering (SME) faculty facilitator paid by MESA, relates to our increasing students served. The AEW is designed to give students the opportunity to enhance their learning experience for a particular course. MESA has increased the number of AEW workshops offered and the number of students served as our numbers have grown the past seven years. While the MCCP requires three AEW subjects per academic year, during the last three years MESA's AEW workshops are as follows: 2008-09 five AEW's (Physics 140, 240, 241 offered twice and Calculus 4) with 48 MESA participants; 2007-08 eight AEW’s (Physics 240, 241 & 140, Organic Chemistry 240 & 241, Calculus II offered twice, General Biology 120) with 69 MESA participants; 2006-07 eight AEW’s (Physics 120, 240, General Chemistry 120 twice, Organic Chemistry 240, Biology 120, Calculus 1, 3) with 69 participants.

Finally, we have increased the number of tutorial hours to 2,292 as of December 2007. Since then our students have volunteered their hours due to the lack of funds to pay them.

2) Are there external factors such as community demographics or the economy that have affected the program? Yes

What are the plans to address these factors?

Economy: We intend to continue writing external proposals. MESA has submitted proposals to enhance our funding due to fiscal cutbacks. For example, we have submitted an augmentation proposal for $10,000 to supplement our funding that had been reduced as a result of fiscal cutbacks 2008-2009 and submitted and received $20,000 in fellowships for four MESA participants through the Federal Department of
Transportation.

**Demographics:** Community demographics indicate Napa Valley has a large Latino population within the K-14 grade levels. It is estimated that Latinos compromise 31.1% of the county population. (Source: U.S. Census Bureau [http://quickfacts.census.gov/qfd/states/06/06055.html](http://quickfacts.census.gov/qfd/states/06/06055.html))

As this group is noted as one of the identified UC underserved populations, this potentially could lead to more challenges for the MESA Program. MESA statewide has funded the Community College MESA Programs with the same level of funding since 2002, the year I began as director of this program, due to the lack of political will and economic constraints the past two years.

3) Are there internal factors that have affected the program?

Fiscal cutbacks last year 2008-2009 were 10%; this year, as of September 2009 MESA grant has been reduced by 38% without federal stimulus assistance. We intend to continue writing external proposals. MESA has submitted proposals to enhance our funding due to fiscal cutbacks. For example, we have submitted an augmentation proposal for $10,000 to supplement our funding that had been reduced as a result of fiscal cutbacks 2008-2009 and submitted and received $20,000 in fellowships for four MESA participants through the Federal Department of Transportation.

Additionally, many of our new and current NVC students are unaware of campus programs and the availability of financial aid, counseling, and transferring assistance.

What are the plans to address these factors?

We have to find other funding sources such as proposal writing or partnerships on/off campus. MESA plans to continue working with the VPSS and the SS Council to develop ways to support students under current funding.

MESA has a proven record in building external alliances/partnerships to address limited internal factors from 2003-2005 NVC was an active member of the Biology Transfer Consortium (BTC) at UC Berkeley resulting in 30 participants enrolling at UC Berkeley in a three-unit biology class taught by UCB instructors during fall and spring culminating with nine paid summer research internships at UC Berkeley.

While our initial funding grant is nonrenewable, the BTC Consortium continues to coordinate external grant applications to renew our efforts. We are in the process of resubmitting our proposal for the 2010 cycle. In 2007, MESA formalized a partnership with UC Berkeley’s Environmental Leadership Pathway Program (ELP) which facilitated 11 of our students to take a co-enrollment class at UC Berkeley. Through this partnership with ELP, Napa Valley College MESA participants received paid research internships at both UC Berkeley and UC Davis for eight of our students during summer 2008 and one during summer 2009.

In addition to collaborating with external partners, MESA has worked with SME instructors to develop classes to support and enhance student learning. This has proven very positive for MESA students. Currently Antonio Castro is teaching an engineering course that meets the needs of the Dwight David Eisenhower Fellowship
Grant allocated to MESA through the Federal Department of Transportation. Previously, Dr. Dan Clemens did the same to meet the needs of our ELP partnership.

All these efforts take time from MESA’s direct student services in order to provide a global strategy of student success, transfer ready and develop the leadership skills required to be successful upon transferring to the college/university of their choice.

Part of our orientation to students who come to the MESA Center is to advise of services available on campus such as: EOPS, SSS, Puente, Transfer/Career Center, and other helpful student services. MESA plans to focus resources on the services that fall under MESA responsibilities and work to refer students to other support services to help alleviate some of the strain on MESA. There may be possible service reduction to campus and/or students due to fiscal cutbacks.

B. How does the program/service impact student enrollment and retention?

MESA staff assist with on/off campus outreach for both our program and the college as a whole and is part of the NVC Outreach Committee. In spring 2002, MESA had 38 participants between the years 2002 through 2005 the MESA Program increased by at least ten participants per year, reaching 100 in 2006. In the last three years, we have maintained over 100 students in our program. Enrollment and retention are reported in the mid- and end-of-year statewide reports. Those reports are public information and can be requested through the Community College Chancellor’s Office, Grants and Contracts Unit. However, MESA enrollment and retention have not been internally tracked within the NVC’s Office of Instructional Research.

C. Review the hours of operation for the program/service (and the schedule of classes, if applicable) and the results of the satisfaction surveys. Discuss whether the program/service hours are scheduled appropriately to meet student/client needs.

The MESA Center is open from 7:30 a.m. to 9:30 p.m. Monday-Thursday and Friday 7:30 a.m. to 6:00 p.m., to meet the needs of our participants. A student survey will be created to address appropriately scheduled program/service hours. (See attached Schedule I)

D. Discuss the results of the satisfaction surveys, identifying areas for improvement and continued success.

A survey instrument has not yet been developed. MESA coordinator will work with Office of Institutional Research to develop an appropriate survey instrument to collect feedback from students and use the results of the survey to identify areas for improvement. (See attached Schedule I)

E. Review student/staff ratios and financial data and describe recent trends.

Our student to staff ratio is 50 to 1. Financial data for the MESA Program during 2002-2008 was funded at $81,500 levels. MESA Program was funded $73,033 during 2008-2009 academic year plus an additional $10,000 via submitting a grant proposal to the Chancellor’s Office. This current academic year, the program is being funded as of
September 16, 2009 at $50,568, a 38% cut from previous years. Fiscal trends have
MESA continuously tracking external funds, building alliances and taking on additional
responsibilities inherited through grant writing efforts; our concern of primary direct
services to our participants becomes an internal issue as we place more efforts into
securing additional funds.

F. Reflect on your responses to Section 6. Enrollment Trends and Student Satisfaction. If
improvements or changes are needed, write objectives on Schedule A.

See Schedule A attached.

6. Student Success and Equity

A. Review the student data that is available. Discuss program/service trends relative to
college-wide trends. Identify areas where disparity exists for any demographic group
(ethnicity/race, gender, age, disability).

Recent trends indicate a lack of females in the fields of engineering, computer science,
and physics, possibly due to factors relevant to math skills, lack of early intervention, and
role models at the K-14 level. We have in former female MESA alumnus to speak at our
MESA spring class. This lack of female students impacts our program and campus as
our current MESA data suggests a three to one ratio of male to female participants in
math-based majors, inclusive of math, engineering and physics. MESA would like to
explore opportunities/strategies for increased outreach to females; increased availability
of information regarding jobs and salaries in areas related to MESA: retention among
MESA students in a select set of courses (vs. retention among non-MESA participants),
similar research on persistence, degree completion, transfer.

Supplemental Instruction (SI) within SME courses is provided through MESA AEW’s.
Courses appropriate for SI are identified by MESA Staff and needs of MESA
participants. MESA students who are enrolled in those courses benefit from SI as it is
implemented. SME/MESA has not yet been collected or tracked locally.

The MESA program data that is available is confined to the CCC and UCOP half year,
year-end and periodic survey data requested. MESA Program data has not been
collected or tracked locally. MESA program will work with the Office of Institutional
Research to develop a plan to collect MESA-specific data.

B. Identify strategies used to identify and assist students at risk? Discuss their effectiveness.

MESA provides the necessary referrals on and off campus per individual student
need(s). We refer our MESA students to EOPS, Student Support Services, Puente,
Transfer/Career Center, Disabled Students Programs and Services, Testing and
Tutoring Center and other appropriate offices/personnel depending on student needs.
Referral effectiveness seems to retain students in our program based on their rate of
matriculation and transfer.
C. What has the program/service done to formalize links with instructional programs?

MESA is part of Instruction; we attend appropriate Science Mathematic Engineering (SME) meetings; have a MESA Program website, conduct MESA presentations to specific math, science, engineering and Puente classes as well as provide MESA brochures to those specific areas of instruction. MESA has hired SME instructors to conduct our AEW classes and they also volunteer to serve as faculty advisors to three of our MESA student clubs. Two SME instructors currently participate in MESA’s Business Industry Council (Antonio Castro and Andy Kinane, both Engineering Instructors). (Please refer to 6.E and 5.A). Over the past three years, twelve SME faculty have been affiliated with supporting MESA.

D. How does this program/service support other student services within the college? Describe formal links with other student services.

MESA staff serves on the NVC Outreach Committee, Student Services Council, Puente, and attends monthly EOPS/TRIO/Financial Aid meetings. MESA provides all students visiting the MESA Center with pertinent information of campus services as well as referrals. MESA has been informed by staff of TRIO, Student Support Services, EOPS and Financial Aid that students we refer to them are following up.

E. How does the program/service enhance student development and success?

MESA has established a premier program which has historically transferred 20%+ to four-year colleges over the last three years (see MESA CCC year end reports and UCOP surveys). Some of the services include, but are not limited to the following:

- Academic Excellence Workshops which provide a small community of students working collaboratively to master course material with the guidance of a Science Mathematics Engineering (SME) faculty facilitator. The AEW is designed to give students the opportunity to enhance their learning experience for a particular course. (See 5A1 above.)
- Paid internships which provide experience for our students as well as provide potential professional networking and resume enhancement. (2006-2008 - 65 paid internships; 98 total since we began to track.)
- Student success/leadership development activities provide self development, sense of teamwork and peer/professional networking. MESA provides access to student success/leadership events; PG&E retreat, MESA Statewide Leadership Retreat, BA STAR, ASTAR, African-American Institute for Success in Engineering and Science Leadership Conference (NSF Funded Grants), Environmental Leadership Pathway Program, etc.
- MESA has formalized links with support services for students through monthly participation with EOPS/TRIO and Student Services Council meetings to develop general strategies that explore outreach to females and increase availability of information regarding jobs and salaries related to MESA. Please refer to MESA brochure (addendum; and refer to 5 A) 1. & 3, 6B, 6C, 6D, 6E and 6F).
- MESA provides participants with visits to universities (UC Davis, Berkeley, Los Angeles) to name a few. Students explore career opportunities through the MESA class, internships, and academic leadership conferences and seminars not limited to SACNAS, SHPE, UCOP, and above-mentioned UC campus that we have partnered with.
F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

MESA’s mission statement is to serve the traditionally underrepresented in STEM Majors. We also advise the following clubs with the help of SME Faculty: The Society of Professional Hispanic Engineers (SHPE), The Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), and the MESA Club which serves students relevant to diversity; MESA also provides an orientation class which addresses diversity.

G. What methods are being used by faculty and staff to address the differences in learning styles and to encourage retention and persistence of the program’s students?

MESA addresses the differences in learning styles and encourages retention and persistence through the following: Academic Excellence Workshops facilitated by SME Faculty; a MESA counseling class offered spring semester; and group clustering and tutoring services at the MESA Center. MESA monitors GPA by semester, provides advice and requires an updated educational plan from each participant. MESA would continue to benefit from development training in Teaching and Learning Center (TLC) workshops; e.g., website training using Sharepoint.

H. Reflect on your responses to Section 5. Student Success and Equity. If improvements or changes are needed, write objectives on Schedule A.

See attached Schedule A.

7. Current Budget

A. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

MESA Program is a state categorical grant, funded at $50,568 for 2009-2010. This amount constitutes 28.5% of our funding.
District allocation funds: $126,887 -71.5% of our funding source for 2009-2010.

B. Since the last review, what percentage increase or decrease has occurred in the budget?

Not applicable--“Since the last review”
MESA’s state categorical fund has decrease in the last two years.
Financial data for the MESA Program from 2002 through 2008 was funded at $81,500 levels. MESA Program was funded $73,033 during 2008-2009 academic years plus an additional $10,000 from a grant through the Chancellor’s Office. This current academic year, the program is being funded as of September 16, 2009 at $50,568, a 38% cut from previous years.

C. What progress has been made by the program/service to obtain funds or donations to enhance the budget?

We intend to continue writing external proposals. MESA has submitted proposals to enhance our funding due to fiscal cutbacks. For example, we have submitted an
augmentation proposal for $10,000 to supplement our funding that had been reduced as a result of fiscal cutbacks 2008-2009 and submitted and received $20,000 in fellowships for four MESA participants through the Federal Department of Transportation.

As reported on September 2, 2009, the 2009-2010 MESA Program budget is $50,568. Although our campus will be receiving the American Recovery and Reinvestment Act Funds (ARRA) in the amount of $5,573 because it operates a MESA program, the funds are classified as “general purpose” monies. The ARRA funds may, or may not, be included in the 2009-10 MESA budget. Recall that per Vice Chancellor Skinner’s memorandum as of September 9, 2009, “pursuant to federal regulations, ARRA State Stabilization Funds must be allocated to schools and colleges as general purpose funds. This revelation, apparently based on a revised interpretation of ARRA requirements, is at odds with the budget package which explicitly allocated the ARRA funds to mitigate cuts to categorical programs. Department of Finance and legislative representatives attempted to reconcile this difference by indicating that it is the intent of the Legislature that the ARRA funds be available to backfill cuts to the categorical programs and that ARRA funds will be allocated based on cuts to the categorical programs.”

8. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be used as the program/service plan and Schedules B-F will be used to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program/service. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

1. Staffing: In order to meet the academic readiness of the MESA participants Federal Work Study allocations would allow MESA to hire tutors.
2. In order to better serve participants, MESA could benefit by having a designated campus counselor to work directly within the MESA Center i.e. minimal two hours per week.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

Requesting Federal Work Study (FWS) allocations to assist with the hire of part-time tutors, that would assist all NVC students seeking tutoring in STEM courses. MESA is requesting $4,000 allocation of FWS per semester.
Also, attached is the MESA Program operational budget that was submitted to the California Community Colleges, Chancellor’s Office.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/service needs additional research studies to inform decision making or planning, complete Schedule I, Research/Project Request form.
# SCHEDULE A

## STUDENT SERVICES & ACADEMIC SUPPORT

### PROGRAM/DISCIPLINE PLAN

<table>
<thead>
<tr>
<th>UNIT NAME</th>
<th>MESA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3C, 5A-3</td>
<td>1. Counselor in MESA Center</td>
<td>1.</td>
<td>1. In order to better serve participants, MESA could benefit by having a designated campus counselor to work directly within the MESA Center i.e. minimal three hours per week.</td>
<td>1. Collaborate with Counseling Center</td>
</tr>
<tr>
<td>#1</td>
<td>3A., 5A-1 &amp; 3</td>
<td>2. Hire Tutors through Federal Work Study</td>
<td>2.</td>
<td>2. Staffing: In order to meet the academic readiness of the MESA participants Federal Work Study allocations would allow MESA to hire tutors.</td>
<td>2. Federal Work Study Allocation</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section

1. Accreditation & External Reviews
2. Services, Curriculum & Instruction
3. Community Outreach
4. Student Success & Equity
5. Enrollment Trends & Student Satisfaction

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
REQUEST FOR NEW PERMANENT
FACULTY AND STAFF
PROGRAM/UNIT NAME  MESA

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor, part-time 3 hours/week</td>
<td>New</td>
<td>3 hr/wk</td>
<td>Faculty</td>
</tr>
<tr>
<td>2. MESA Program Advisor/Specialist</td>
<td>New</td>
<td>.5 FTE</td>
<td>21 Range/</td>
</tr>
</tbody>
</table>

Justification:
1. In order to better serve participants, MESA could benefit by having a designated campus counselor to work directly within the MESA Center.
2. In order to assist financially with cuts on the MESA Program budget, since it was reduced by 38%. MESA renewal application RFA is requesting that no more than 40% of its budget be used for staff.

*N=New, R=Replacement

Submitted By:  

Budget Center Manager

Approved By:  

President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION
PROGRAM/UNIT NAME MESA

Budget Center: 407 Activity 601000

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52420 Federal Work Study-Instructional</td>
<td>$4,000 per academic year</td>
<td>Academic Tutor in STEM courses per NVC Student Learning Outcome #5 Student Success and Equity</td>
</tr>
</tbody>
</table>

*Please see on the following pages the MESA 2009-10 Grant Renewal relevant to our operating budget.

Submitted By: Approved By:

_________________________ _______________________
Budget Center Manager President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?S1=262
# APPLICATION BUDGET

## DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Requested Funds</th>
<th>Gen. Fund</th>
<th>Dist. Match</th>
<th>Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11000</td>
<td>Instructional Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11349</td>
<td>Instructors Salaries-Pt, Non-Credit- SME Instructors (AEW) TBA</td>
<td>900</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11451</td>
<td>Special Projects Stipends- Dr. Forest Quinlan (Chemistry Instructor and MESA Faculty Advisor)</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22000</td>
<td>Non- Instructional Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52441</td>
<td>Instrl Aides-PT Non-Instruction-TBA (Student Tutors)</td>
<td>2,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54000</td>
<td>Supplies and Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54510</td>
<td>Office Supplies</td>
<td>1,700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54530</td>
<td>Food &amp; Food Supplies</td>
<td>700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54540</td>
<td>Printing</td>
<td>360</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54590</td>
<td>Other Supplies</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55000</td>
<td>Other Operating Expenses and Services: Detail on Travel and Destinations, student events, and MESA Director meeting on page 27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55211</td>
<td>Travel/Conferences/Seminars</td>
<td>4,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55212</td>
<td>Travel</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55214</td>
<td>Field Trips</td>
<td>1,600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55811</td>
<td>Postage Meter</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55899</td>
<td>Misc. Expenses</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHEDULE C

**District:** Napa Valley CCD  
**College:** Napa Valley College  
**RFA Specification Number:** 09-101-014  
**Program Year:** 2009-2010  
**Source of Funds:** MESA Grant

#### Application Detail Sheet: Travel/Events

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Requested Funds</th>
<th>Gen. Fund Dist. Match</th>
<th>Other Sources</th>
</tr>
</thead>
</table>
| 55200                 | Travel, Conference, Employee Expenses:  
                         | Detail Travel Plan Fall 07-Spring 08  
                         |                 |                       |               |
|                       | Statewide MCCP Directors Meeting: Fall Semester  
                         | October 2009, Location TBA  
                         | 550              |                       |               |
|                       | Statewide MCCP Directors and MEP&MCCP  
                         | Meeting: Southern California in Spring, Location TBA  
                         | 700              |                       |               |
|                       | UC Davis/American River College Pre-Med Conference: October 3-4, 2009  
                         | 300              |                       |               |
|                       | SACNAS Conference: Challenges for Interdisciplinary Science,  
                         | Dallas, Texas  
                         | October 15-18, 2009  
                         | 300              | Brita Larsen, Karla Martinez, Jaskirn Dhillon all three received a travel scholarship through SACNAS) MESA will cover their travel to/from Napa to airport and to hotel |
|                       | Engineering CC Transfer Day: U.C. Berkeley,  
                         | October 2009  
                         | 200              | Date/Time TBA        |               |
|                       | U.C. Davis Open House/MEP: November/March 2009-10  
                         | Date/Time TBA  
                         | 250              |                       |               |
|                       | SHPE West Coast Career Expo 2010  
                         | Date/Location/TBA  
                         | 1,000             |                       |               |
|                       | SUMMA: Stanford University Minority Medical Alliance Program in February 2010  
                         | 300              |                       |               |
|                       | Multicultural Transfer Day at UC Berkeley Date/Time TBA  
                         | 300              |                       |               |
|                       | Engineering Day: San Jose State University Date/Time TBA  
                         | 250              |                       |               |
|                       | PG&E Student Leadership Conference in San Ramon  
                         | Fall 2009 October 9-11, 2009  
                         | 100              |                       |               |
|                       | U.C. Davis Medical School in March/April 2009-10  
                         | 300              |                       |               |
|                       | MESA CCCP Leadership Retreat: Santa Cruz in April 2010  
                         | 600              |                       |               |
|                       | TBA: Additional conferences and fieldtrips associated with MESA experiential events  
                         | 550              |                       |               |
|                       | Travel Mileage (local)  
                         | 200              |                       |               |
|                       | Chartered Transportation- Others (NVC or DSP&S Vans)  
                         | available for MESA Program to use at no cost  
                         |                 |                       |               |
|                       | Total Cost in Detailed Travel Plan  
                         | 5,900             |                       |               |
**Program Specific Equipment Request**

**Program/Unit Name**: MESA

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager: ___________________________  President/Vice President: ___________________________

Internet address: [www.napavalley.edu/apps/comm.asp?S1=262](http://www.napavalley.edu/apps/comm.asp?S1=262)
Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
   Two student computers in 1806 Lab. It's used M-F 8:00-6:00 p.m., also one dedicated Datatel computer in 1808b for the use of printing student transcripts, ED plans and monitoring the academic needs of our students.

2. Will installation and maintenance support be required? Yes

3. Where will the equipment be located? Will space need to be modified?
   MESA computer lab 1806 and 1808b; no space modification needed

4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
   All above minus power

5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
   Yes, all above.

6. Is additional furniture necessary? No

7. Useful life of equipment – when will the equipment need to be replaced?
   Replace current equipment on a scheduled basis-every 5 years.

Cost estimates will be provided for priority projects only.

Submitted By:                                      Approved By:

Budget Center Manager                              President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262

Page 23 of 35
Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small project include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000
Not Applicable

Describe Large Project(s) over $20,000
Not Applicable

Cost estimates will be provided for priority projects only.

Submitted By:  Approved By:

Budget Center Manager  President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME MESA

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   Additional training in website development would be needed.

2. What pedagogical training needs have been identified in your program review?
   Not applicable.

3. What types of technology does your program use? What technology training needs have you identified?
   Staff will need training on the use of new website development and maintenance.

4. What are the leading publications specific to your discipline and/or program?
   American Scientist is an award-winning general science magazine.
   Hispanic magazine focuses on the achievements and contributions of today’s Hispanics.
   Popular Mechanics, SHPE (The official Magazine of the Society of Hispanic Professional Engineers

Submitted By: Approved By:

_________________________________________________________________________
Budget Center Manager

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
**LEARNING RESOURCES/MEDIA MATERIALS REQUEST**
**PROGRAM/UNIT NAME MESA**

**Books including Reference:**

Number of titles to add: **N/A**

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

- Titles that provide: a multi-cultural perspective to the topics covered in the course;
- gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/ comments:

Estimated cost for new materials:

**Periodical Titles:** (Newspapers, Journals, Magazines)

Number of titles to add: Hispanic Magazine and Popular Mechanics

Recommendations/comments:

Estimated cost for new materials: Hispanic Magazine 7 issues for $12.95 and Popular Mechanics 12 issues for $10

**Electronic Databases and Indexes:**

Number of databases to add: **N/A**

Recommendations/comments:

Estimated cost for new materials:

**Media Collection** (closed captioned or DVD):

Number of titles to add: **N/A**

Recommendations/comments:

Estimated cost for new materials:

Are library/ learning resource service hours adequate for this course/ program? **Yes**  **No**

Is the quantity of materials sufficient for students within needed time frame? **Yes**  **No**

Will library/learning resources assignments be used in your course? **Yes**  **No**

Will this course/program require the assistance of library faculty for orientations or other information competency instruction? **Yes**  **No**

**N/A** I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

**N/A** To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:

- **Project description (No. 1)**
  MESA requests the assistance of the NVC Office of Institutional Research on tracking our students’ enrollment to a four-year college/university.

- **Purpose of project**
  This provides MESA with accurate transfer data.

- **Link between project and NVC’s strategic goals**
  MESA’s mission is to transfer our participants to four-year universities and NVC’s first strategic goal is to have measurable objectives on transfer.

- **Question(s) project is intended to answer**
  The accuracy of our transfer numbers and the university/college they transfer to.

- **Potential changes to current practice that will result from research findings**
  That our internal data is accurate and if not, use the information from our NVC Office of Institutional Research to update our own data. This will help with our end-of-the-year report to the Community College Chancellor’s Office, Grants and Contracts Unit.

- **Relevant page(s)/section(s) of PEP report identifying need for research**
  Page 9 section 5a1, 12/6b
- **Project description (No. 2)**
  MESA requests the assistance of the NVC Office of Institutional Research to develop a survey instrument to collect feedback from students. The MESA Center is open from 7:30 a.m. to 9:30 p.m. Monday-Thursday and Friday 7:30 a.m. to 6:00 p.m., to meet the needs of our participants.

- **Purpose of project**
  A student survey will be created to address appropriately scheduled program/service hours. This will help MESA identify areas for improvement.

- **Link between project and NVC’s strategic goals**
  NVC’s strategic goal: #1 Increase Student Success

- **Question(s) project is intended to answer**
  Are MESA’s hours of operation helping with retention and persistence in STEM courses?

- **Potential changes to current practice that will result from research findings**
  If no change on retention and persistence our hours of operation will be changed from 7:30 am to 6 pm.

- **Relevant page(s)/section(s) of PEP report identifying need for research**
  Page 11 section 5c

- **Project description No. 3**
  MESA requests the assistance of the NVC Office of Institutional Research on tracking our students’ GPA data from MESA participant and non-MESA participant in STEM courses i.e. Chemistry 120, 121, Organic Chemistry, Physics 240 or Physics 241, Calculus 2,3,4,5.

- **Purpose of project**
  It will assist MESA in measuring our support services available to our participants vs non-MESA through their GPAs. MESA addresses the differences in learning styles and encourages retention and persistence through the following: Academic Excellence Workshops facilitated by SME Faculty; a MESA counseling class offered spring semester; and group clustering and tutoring services at the MESA Center. MESA monitors GPA by semester, provides advice and requires an updated educational plan from each participant.

- **Link between project and NVC’s strategic goals**
  MESA’s mission statement addresses increase on students performance and NVC’s first strategic goal to increase student success.

- **Question(s) project is intended to answer**
  The MESA Program participants achieve a higher GPA than non-MESA participants.

- **Potential changes to current practice that will result from research findings**
  Increase tutorial services, more one on one tutoring, group cluster and concentrate our AEW on course(s) requiring them.
SCHEDULE I

- Relevant page(s)/section(s) of PEP report identifying need for research
  Pages 3, section 3A, 12/6A, 13/6E, 14/6G

Submitted By: 
Budget Center Manager

Approved By: 
President/Vice President
Program Evaluation Summary

Program/Service: MESA

Complete the following sections based on the program evaluation completed.

Program Achievements (major achievements, changes, implementations, progress since last program review)

Please note this is the first program review for MESA. The following provides major achievements since its inception:

Grants Awarded:
- Hewlett-Packard Community College Pre-Engineering/Computer Science Grant award of an HP Wireless Mobile Classroom to the MESA Program
- US Department of Transportation: Dwight David Eisenhower Transportation Fellowship Program; one of three community colleges in the nation for 2009-2010
- Participant of MESA Statewide/National Science Foundation Grant: BASIC AND ADVANCED SCIENCE AND TECHNOLOGY ACADEMIES OF RESEARCH

Other Achievements:
- Co-facilitated the NSF sponsored 2nd and 3rd Basic and Advanced Science and Technology Academics of Research Symposium, 2006 UCLA, 2008 CSU-Sacramento
- Member of the Biology Transfer Consortium at U.C. Berkeley
- Member of the Environmental Leadership Pathway Program, U C Berkeley
- 98 paid research/internships from 2004 through Summer 2009
- Napa Valley College Foundation Scholarships: Since 2002 has awarded 200 MESA participants a total of 403 scholarships
- Total transferred between Fall 2002 through Spring 2009: 153
- Over 2,292 hours of FREE math, science, and engineering tutoring utilized by students as of December 2007
- All-USA community and junior college academic team members listed below:
  - Amber Matusek (Mathematics, Mills College) 2005
  - Nida Qureshi received the 2005 Phi Theta Kappa Honor All-California Academic 1st Team (Electrical Engineering, UC Berkeley)
  - Kira L. Bulger (Engineering, Cal Poly) 2003
  - Luis Alcazar (Mechanical Engineering, UC Berkeley) 2002
  - Sabrina Galvin (Biology, University of Oklahoma) 2002

  New Century Scholar Award (Highest scoring students in the state of California):
  - Nida Qureshi was awarded the New Century Scholar (2005)
Strengths (unique characteristics, special capacities)

Since 2002 MESA has been able to tie in the STEM areas of science, math and engineering, focusing on STEM-oriented activities, proposals, curriculum development and working in conjunction with the department instructors as well as administration. This collaboration has resulted in MESA’s ability to create joint ventures with NSF, Howard Hughes and other foundation grants resulting in internships, leadership development, and experiences that have proven significant in our students’ acceptance into top tier universities and scholarship money. MESA has been able to provide 98 internships and attendance at academic leadership seminars and conferences at a variety of CSU/UC campuses as well as at major industry locations such as PG&E, Genentech and Hewlett-Packard for our participants since 2002.

As noted above, all the efforts have resulted in a buy-in of the math, science, engineering disciplines, campus student services’ programs, and administration. MESA offers a unique staff that is bilingual with a program assistant who grew up in Napa County and attended NVC prior to transferring to complete an undergraduate degree and a program administrator who lives in Napa and sits on various community-based non-profits organizations. An educational advocate with 30 years of experience within CSU and CCC student services programs, and Federal TRIO programs and GEAR UP directorships, he has a proven track record of funded proposals/grants at Napa Valley College. This experience has resulted in developing working relations within the community, the post-secondary college systems and state and federal políticos relevant to education.

MESA initiated and has sponsored three ongoing student clubs: MESA Club (Statewide); two national student organizations: Society of Hispanic Professional Engineers (SHPE) and Society for Advancement of Chicanos; and Native Americans in Science (SACNAS). Through these student organizations, MESA has provided student leadership on campus and has received accolades from ASB, faculty, and staff for its spirited volunteer work over the years. For example: MESA has been involved in two biannual outreach fairs on campus since 2003; we’ve sponsored volunteer clean up of Napa flood victims’ of 2004; been involved in fund raising activities for the victims of the Katrina flood and victims of the war in Alma, Lebanon. Additionally, MESA participants serve in a number of ASB elected positions. MESA has been part of the NVC Solar Festival Steering Committee the past three years and volunteers at the functions. In addition, MESA volunteers at other NVC events such as the NVC graduation and NVC Foundation sponsored activities.

Challenges (concerns, difficulties, areas for improvement):

MESA looks forward to working with the Office of Institutional Research to develop the appropriate instrument that can serve as a tool to assess areas for improvement. This will allow the Program to provide analytical and qualitative assessment of the 13 components of the MESA proposal and provide the program with vital information to consider for improvement, and will be an important factor when faced with fiscal uncertainties. During this time of the gravest economic downturns in decades, it is gratifying that MESA continues to receive State and campus funding, thereby recognizing that MESA produces a good return on investment. The demand for STEM development and professionals continues to rise while economic, education and demographic projections indicate a continued decrease in these graduates, and hence MESA is one programmatic effort that
focuses on our participants transferring into the four-year college of their choice. Yet MESA recognizes that opportunities for continued student success is based on a collaborative effort between the CCC, our campus and the extraordinary hard drive of our students to ensure our contribution to California’s well being.

Briefly describe the process used to complete the PEP.

MESA has worked closely with the designated campus representatives from the Office of Instruction and Office of Institutional Research to quantify and qualify the MESA Program information. We have reviewed copious Chancellor, UCOP mid-year and final MESA reports and surveys submitted over the years to answer questions posed. MESA is confident our program will improve once an appropriate instrument is developed to focus on student service enhancement.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

<table>
<thead>
<tr>
<th>Program Evaluation Chair Signature:</th>
<th>____________________________</th>
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<tbody>
<tr>
<td>Division Chair/Supervisor Signature:</td>
<td>____________________________</td>
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<td>Date:</td>
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**Verification Phase**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

| Verified On: | ____________________________ |
| Verification Committee Signatures: | ____________________________ |

**Acknowledgement Phase**

The President/Vice President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The Vice Presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

| Vice President/President | ____________________________ |
| Date Letter Sent: | ____________________________ |
| Recommend review in 2 years: | Yes | No |
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

MESA

1. After participating in Academic Excellence Workshop’s (AEW), the students will demonstrate a command of collaborative work skills in the chosen field of study through preparedness, problem-solving, quality of work, working with others; and exhibit the appropriate study skills to master the material.

2. Have identified a long-term support system including faculty, on-campus resources and professional organizations.

3. Have an educational plan that outlines the requirement needed for transfer to a four-year institution: Student identifies a specific major, transfer institution, classes needed for transfer, and time line.
### Program Evaluation and Planning
### Student Learning Outcome (SLO) Matrix
#### MESA Program

<table>
<thead>
<tr>
<th>Student Services</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
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<tbody>
<tr>
<td>NO CLASSES OFFERED WITH MESA DESIGNATION – NOT APPLICABLE</td>
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