

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)


The report is submitted for the Academic Year (select one): 2009-10

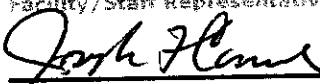
The report contains information on the follow unit(s) (enter names of all units/programs):


Mathematics Engineering Science Achievements (MESA)

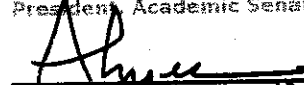
## Report Abstract:


The MESA program serves its students by assisting them in their current academic pursuits as well as preparing them for the future. More students are taking the MESA course and more have been involved with professional development. The number of students who have been granted scholarships and/or internships has grown from two in 2004 to ten on 2009. The number who have transferred to four-year schools has almost doubled. More grant money would aid in increasing the scope and success of the program.

Signature:  Date: 6/10/10  
Mostafa Ghous  
Faculty/Staff Representative

Signature:  Date: 6/10/10  
Joseph Conrad  
Dean/Director

Signature:  Date: 21 Jun 10  
Thomas Watkins  
President, Academic Senate

Signature:  Date: 7/1/2010  
~~Robin Steinback~~ Arturo Reyes  
Vice President

Signature:  Date: 07-13-10  
Jowel Laguerre  
Superintendent/President

## Program Review & Analysis for Institutional Support Services Mathematics Engineering Science Achievements (MESA) Center

### Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) for the unit? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Students will identify a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.	Three or more faculty and/or staff members and off-campus professional organizations members will serve as a mentor and/or advisor to provide guidance through the students' academic process.	The student has identified three staff or faculty members and off-campus professional organization members that can assist with providing information on transfer, professional development, or major as well as provide letters of recommendation.
Students will have an educational plan that outlines the requirements needed for transfer to a four-year institution	Regular meetings with the MESA Counselor and Director.	A time line that illustrates how long it will take for the student to complete the courses is required for transfer as well as to matriculate to his/her intended transfer institution.
Students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.	A copy of the final draft of the resume will be on file in the MESA Students' portfolio.	The format follows the standard Name & Contact Info, Objective, Education, Relevant Skills, Work Experience and References model. Writer has consistent use of font types and all information lines up properly.
Students will develop the confidence required to successfully navigate the academic process at the accepted transfer institution.	Regularly meetings with the MESA Counselor and Director so that they can make recommendations to university MESA-like programs.	The student has applied to a minimum of two four-year institutions and has developed an academic and financial plan that outlines steps required for graduation at the student's transfer institution.

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

**Goal 1: Quality Teaching and Learning**

**Obj 1.1:** Enhance attainment of educational goals by students

**Goal 2 : Student Access**

**Obj 2.3:** Access and success of under-served populations

**Obj 2.4:** Student retention and persistence

**Goal 3 Institutional Diversity**

**Obj 3.2:** Sensitivity to and appreciation of diversity

**Goal 7 Community Relations**

**Obj 7.2:** Life-long learning & personal enrichment

**Obj 7.3:** Strong connection to the community

## Part II Analysis

### 1. Identify and explain the trends in: Increase in the number of off-campus community oriented and co-curricular activities.

**Outcome Data—** Students have been engaged in the professional development and on-campus math-based clubs. More students have been taking part in off-campus professional development activities because of their involvement on-campus. The number of students that have participated have doubled since 2004.

There has been an increase in the number of the MESA students who have attended the MESA course. The number of students enrolled in 2006 were 16 students. Currently (Spring 2010) there are 28 students enrolled.

### 2. How do the above trends relate to the factors and outcomes identified during the last review?

- a. The MESA Center has physically moved into a larger center where the counselor and administrative assistant are located in the same office.
- b. The MESA Center has occasionally hired an academic coordinator to assist in the functions of the workshops, special projects, etc.

## Part III Conclusions and Recommendations

### 1. What are the major accomplishments of the program during the past four years?

- An increase in the number of students who earned scholarships, internships, etc. has been awarded. More students are taking advantage of the MESA counseling, MESA course, and workshops. In 2004 only two students were awarded scholarships and/or internships. Currently (Spring 2009) there are 10 students who have earned a scholarship and/or internship.
- There has been an increase in the number of students transferring to four-year universities. In 2002, seven students transferred to four-year universities. Currently (Spring 2010) there are a total of 12 students transferring to a four-year university.

### 2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

More grants to supplement existing program components and/or create co-curricular activities is needed for long-term sustenance. Once extra funding is established, a larger center is needed to house more students, in addition to a full-time administrative assistant and a full-time academic coordinator.