



Program Review

Semester and Year:	Fall 2018 – Spring 2019
Area:	MESA/STEM – Academic Affairs
Program Review Chair:	Christine Reed, MESA Counselor/Coordinator
Program Review Team Members:	Jeff Appel – Mathematics Professor Angelica Eulloqui – MESA/STEM Counselor Emmanuel Guerrero – Instructional Assistant, STEM Mary Alice (MA) Majoue – Math Center Coordinator Dorine Mathieu – MESA Technician

Program Review

Semester and Year:	Fall 2018 – Spring 2019
Area:	MESA/STEM – Academic Affairs
Program Review Chair:	Christine Reed, MESA Counselor/Coordinator
Program Review Team Members:	Jeff Appel – Mathematics Professor Angelica Eulloqui – MESA/STEM Counselor Emmanuel Guerrero – Instructional Assistant, STEM Center Mary Alice (MA) Majoue – Math Center Coordinator Dorine Mathieu – MESA Technician

The Allan Hancock College (AHC) MESA Program began in 1999. With eighteen years of exemplary performance in meeting and/or exceeding the performance criteria established for this grant initiative, the AHC MESA program provides academic and support services for economically and educationally disadvantaged students majoring in calculus-based fields who seek to transfer to four-year colleges and universities. Community college faculty, staff, business leaders, students and four-year colleges and universities work collaboratively with the AHC MESA program to achieve the program objectives described in the annual RFA application.

Over the last eighteen years, the AHC MESA program has grown significantly. At least 125 students have been served each year, which is the maximum capacity as set by the grant regulations. Of these 125 students, an average of 30 students per year transfer to four-year universities. Students impacted by the MESA program include (1) underrepresented STEM majors preparing for careers in teaching; (2) first-generation college students completing undergraduate research projects in engineering and biomedical laboratories; (3) women and minorities assuming leadership roles in undergraduate professional development activities; and (4) students provided with intrusive counseling and academic support transferring at higher rates than the general student population. The AHC MESA multi-pronged approach addresses additional foundational factors shown to affect student success and retention including financial need, academic skills and study habits, social involvement with peers, meeting with faculty, and motivation/commitment to career and academic goals.

Over the last five years, thirty-one percent (31%) of MESA students were women and seventy percent (70%) were Hispanic. At Allan Hancock College, from fall 2010 through fall 2015, women enrolling and declaring engineering as a major ranged between only 8.6% and 16.7% of the total students declaring this major. Of the AHC MESA students who transferred to university in an engineering program from fall 2012 to fall 2015, only 27.3% were women of the total students transferring in engineering. AHC MESA is now intentionally addressing the issue of low numbers of women pursuing and succeeding at completing an engineering degree.

Mission

MESA provides educationally and economically disadvantaged students with the resources and essential-skills to achieve success in academics, career, life, and STEM-related disciplines where they accelerate and build California's leadership in research, industry, and service.

Program Purpose

The MESA Program at Allan Hancock College is an academic program that provides a wide range of support services and activities aimed at fostering student achievement and increasing the success and participation experienced while pursuing a degree in mathematics, engineering, computer science, biology, architecture, kinesiology, or other science-based programs. MESA enables students to prepare for and graduate from a four-year university with a calculus-based degree. It also seeks to increase the diverse pool of transfer-ready community college students who are prepared to excel as mathematics, engineering and science majors. Through the program, students develop academic and leadership skills, increase educational performance, and gain confidence in their abilities to compete academically and professionally.

The MESA program supports the academic success and transfer of financially and educationally disadvantaged students in math-based fields of study and abides by the motto *student success is our highest priority*. Toward that end, we bring our academic year to a close by gathering in honor of our students' successes.

Connection to College Plans

The AHC MESA program is aligned with the college's strategic goals and is supported by the highest level of administrative and campus-wide department and divisional commitment to the major activities of the project. This structure and administrative commitment ensures other available resources are leveraged to support MESA student achievement and that MESA objectives are not only achieved, but exceed expectations. Institutional commitment to provide personnel and facilities has been solidified since the MESA program inception in 1999.

The MESA program supports the college's mission by providing educationally and economically disadvantaged students of a diverse community with the resources and essential-skills to achieve success in academics, career, life, and STEM-related disciplines where they accelerate and build California's leadership in research, industry, and service. In addition, the program's mission and purpose support the Student Equity plan and the Strategic, Educational, and Student Success and Support (3SP) plans by providing comprehensive academic and support services to promote student success and ensure students are meeting institutional learning outcomes. MESA students are **directed, nurtured, focused, valued, connected, and engaged** while advancing in their course of study.

MESA collaborates regularly with Student Equity (SE) and the Student Success and Support Program (3SP). Campus programs such as Student Equity (SB 860) and Student Success and Support Act (SB 1456) identify additional resources and opportunities for MESA students and ensure that MESA is integrated in the campus culture and infrastructure. With the support of the SE and 3SP, MESA applicants are assured they complete the AHC orientation processes, and submit an initial Student Education Plan (SEP) with their MESA application for enrollment. Newly admitted MESA students also complete a welcome workshop as a condition of admission to the program. MESA students are expected to declare a STEM program of study as defined by the MESA Statewide Office, submit a current SEP pertaining to their declared program of study, and demonstrate their commitment to completing their SEP through course enrollment patterns in order to maintain MESA priority registration status. A full assessment of all MESA Program Student Learning Outcomes (SLO) are conducted on an ongoing basis and data provided to the college's SLO Coordinator.

The AHC district has supported, and consistently continues to support, efforts to expand the MESA program and attract outside funding resources from civic, community, foundation, local/global business, federal, and

private entities. The MESA Director collaborates with the Executive Director of the AHC Foundation to maintain connections with local industry, donors, and other supportive community organizations. The Foundation is currently implementing a major campaign to raise funds to support an expansion and upgrade of MESA/STEM Center facilities. The AHC MESA program has generously leveraged funds to support MESA student scholarships and mentoring activities. In addition to the MESA and Bridges to the Baccalaureate (BttB) programs, AHC was the fiscal lead for the National Science Foundation (NSF) funded Scholarships in STEM (S-STEM) grant as well as is currently a sub-grantee on a UCSB S-STEM and a S-STEM grant with Cal Poly State University, San Luis Obispo. In fall 2016, AHC completed a five-year, 4.3 million dollar U.S. Department of Education, grant-funded project to implement a STEM and Articulation program; funds were used to establish a STEM Center on campus to extend MESA-like and BttB-like services to all STEM majors. The MESA Program and STEM Center now work collaboratively as a team to provide STEM students seamless support between the two initiatives.

MESA/STEM supports the following directions in the 2014 – 2020 AHC Strategic Plan:

- **Goal SLS1:** To ensure continuous improvement based on Student Learning Outcomes assessment data.
- **Goal SLS2:** To support student access, achievement, and success.
- **Goal SLS3:** Ensure students are directed. Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal.
- **Goal SLS4:** Ensure students are focused. Foster students' motivation and helping them develop the skills needed to achieve their goals.
- **Goal SLS5:** Nurture students. Convey a sense of caring where students' success is important and expected.
- **Goal SLS6:** Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.
- **Goal SLS7:** Ensure students are connected. Create connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success.
- **Goal SLS8:** Value student contributions. Provide students with opportunities to contribute to and enrich the college culture and community.
- **Goal E1:** Community Integration. Partner with workforce and industry to expand pursuit of community partnerships and search out opportunities to tell our story to advance the mission of the college.
- **Goal E2:** Employee Integration. Ensure that every member of the campus actively participates in fostering student success. AHC will provide opportunities to build mutual respect, collaboration, innovation, and creativity in an effort to build student success.

MESA/STEM supports the following goals in the 2015-2018 Student Equity Plan:

- **Goal E – Improve transfer rates of all students, in particular economically disadvantaged, disabled, foster youth and Veterans students.**
 - E.3 – Increase opportunities for students to meet with representatives from four-year institutions and university tours.
 - E.4 – Provide students networking and mentorship opportunities for transfer bound students.
 - E.5 – Outreach to families regarding university transfer.
 - E.7 – Provide counseling and workshops to increase student transfer readiness and awareness of resources, placing an emphasis on targeted under-represented groups.

- E.9 – Increase articulation with all UC/CSU's, and identify articulations needs for high unit preparations majors and non-IGETC students.
- E.11 – Provide opportunities for students to attend prospective student activities at the university campuses that promote transfer.

MESA/STEM supports the following goals in the 2015-2016 Student Success and Support Program Plan:

- Support professional development opportunities related to student success
- Collaborate with Cal Poly and UCSB to help increase student equity and transfer rates, build direct pathways for transfer students, and collaborate with our community to build direct pathways for students looking to advance their careers
- Use technology to assist with proper notification to counselors for follow-up and completion of comprehensive Student Education Plans
- Integrate support services through MESA, EOPS/Care/CalWorks, CAN/TRIO
- Identify and implement an early alert process
- Use technology to report which students have not completed the three steps to priority registration (Orientation, Assessment, and Advising) including a comprehensive Student Education Plan

Follow Up: Previous Program Review/ Program Review Annual Updates

MESA/STEM has never completed a comprehensive AHC program review, but has completed grant-required reports each year. As an example of the grant process cycle, the 2016/2017 MESA grant application, including the work-plans, augmentations, progress reports, and final reports, is included in this document (Appendix A).

Student Services Program Review Self Study Responses

Program Review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates, but also from the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight (8) individual sections of criteria to be evaluated are presented along with major topics to address each criteria.

1. Curriculum and Services

- A. Courses taught and services offered by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services.

Methods/Evidence:

A. Student Clustering

Student clustering is a natural outcome of the fact that, at AHC, several core STEM courses offer only one to two sections. The MESA/STEM program actively encourages and regularly coordinates students to study together and help each other work through challenging assignments. Staff examines class rosters to determine who is clustered in classes and assists in organizing the study groups. Students often supplement Academic Excellence Workshops with small study groups in the MESA/STEM Center, Math Center or the Academic Resource Center. Additionally, MESA students receive priority registration to ensure they have access to the courses needed and to allow for efficient clustering of students in core classes. This effort is consistent with the recommendation of the Student Success Task Force to give highest priority to students needing courses to complete degrees, certificates, and transfer requirements. MESA/STEM counselors develop student schedules to ensure clustering results amongst MESA/STEM students.

Academic Excellence Workshops

Academic Excellence Workshops (AEW), also known as Review Sessions (RS), and structured study groups, also known as Organized Study Groups (OSG), for core math, engineering, computer science, and science courses are offered each fall and spring semester (Appendix B). Classes for which AEWs and study groups are facilitated include MATH 181-184; PHYS 161-163; CHEM 150-151 and 180-181, CS 111 and 112, BIOL 150, 154, 155, and all Engineering courses. Student facilitators with leadership skills and strong academic backgrounds in core subjects are trained in the MESA model each semester. Current AHC students are hired as facilitators as well as upper division and graduate students when available. The nearest university with STEM programs is located 40 miles away from AHC which makes it difficult to hire upper division or graduate students, but during some terms this is possible.

AEWs are offered during times that are coordinated with clustered course schedules. Workshop facilitators initiate processes that reinforce the value of and support the initiation of skills necessary

for effective student-led study groups. Close and continuous status/progress meetings between the course faculty member and the workshop facilitators are enforced to facilitate the success of the effort. The supplemental learning experience includes integrating the course material into subjects that come before and those yet to come.

AEW and study group schedules are posted in the MESA/STEM Center and on the MESA/STEM website, distributed to MESA/STEM students via email, and promoted in class by faculty. Six to ten AEWs are offered each term. Each semester the Director monitors AEW rosters and compares them with course enrollment. MESA/STEM students who are enrolled in a class in which an AEW is offered and who are not attending the AEW are sent an email and follow up communication to encourage their attendance and reinforce the importance of supplemental instruction to academic success.

Academic Counseling

When the previous Director left in August 2009, a counselor from the University Transfer Center was assigned to coordinate the MESA program and serve as its counselor. She has 21 years of transfer counseling experience, and is knowledgeable about transfer patterns for math-based majors. She ensures that MESA/STEM students' educational plans reflect current articulation agreements to reduce time to transfer. All students entering the MESA program are required to meet with her to develop a student educational plan (SEP) using the college's DegreeWorks program, and then meet once per semester to update their SEPs. Academic progress reports are obtained from faculty mid-semester and students are contacted to discuss their progress and provided with appropriate intervention. The coordinator/counselor has developed a system to ensure educational plans are readily available for site visits by Statewide MESA. Each June, the MESA coordinator/counselor reviews each MESA student's academic progress and program participation and makes contact with them individually with a plan of action to support their academic and transfer success (Appendix B).

In addition to the counseling provided by the MESA coordinator/counselor, Student Equity funds have provided a part-time counselor for MESA/STEM students located in the STEM Center.

MESA/STEM counselors regularly attend Counseling department meetings and communicate regularly with the college's Articulation Officer. MESA/STEM counselors serve on the University Transfer Center Advisory Committee to stay attuned to changes that affect transfer. Participation in the statewide Engineering Liaison Council by the MESA/STEM counselors and faculty cosponsors assists in obtaining the most up-to-date information about articulation in math-based majors.

Student Success Seminars are offered monthly (Appendix B) and attendance is highly encouraged. Topics include, but are not limited to:

- Pulling the Grades – Strategies for Maximizing Your GPA
- Qualities of a Highly Effective Transfer Student
- Show Me the Money – Applying for Financial Aid and Scholarships!
- Obtaining an Internship
- Career Development: designing resumes, conducting job searches, and strengthening interview skills
- Managing Stress: finals are coming
- Networking and Getting Linked via Social Media
- Industry Connections (a variety of companies host workshops for our students)
- Professionalizing Yourself
- Managing Your Load: preventing burnout

MESA Orientation Program

Orientation for MESA students consists of a Welcome Workshop (each newly admitted MESA student is required to attend), two orientation courses, and speakers from various college services. Topics in the Welcome Workshop include MESA staff introductions, student “pair and share” icebreaker, student responsibilities, program services, and information about the statewide MESA program (Appendix B).

Two one-unit transferable courses – Engineering 100: Introduction to Engineering and STEM 100: STEM Success Strategies – are designed to orient students from math-based majors to the college and the MESA/STEM program. New MESA students are required to complete one of these courses within one year of admission to the program. Engineering 100 is taught by one of the MESA faculty sponsors, and STEM 100 is taught by the MESA coordinator/counselor. Guest speakers from industry and representatives from research internship programs are invited to speak at the orientation courses. The courses also provide information about opportunities to participate in clubs on campus and the many services offered by MESA/STEM and the college in general. Study skills, career and personal development, technical career information, and academic paths and planning are major components of both courses (Appendix B).

- B. Each semester, targeted recruitment for new MESA/STEM students is accomplished by obtaining lists of incoming students who are potential MESA/STEM students through the college’s database. Students are flagged who declare a math-based major, are receiving need-based financial aid, and indicate low eligibility rates to universities. An invitation to visit MESA/STEM and apply to the program is mailed to students. Counselors, math and science faculty, and engaged MESA/STEM students play key roles in recruitment. In particular, MESA/STEM program student leaders and ambassadors are asked to attend specific college and high school events and seek out potential MESA/STEM students.

The AHC MESA/STEM brochure (Appendix B) is updated regularly, distributed among various college and high school departments, and posted in high student traffic areas. The application is readily available on the program’s website (Appendix B). The MESA/STEM counselors also work collaboratively with the local MESA School Program (K-12 MESA) Coordinators to identify incoming freshman who were MESA participants at feeder high schools. The program’s counselors participate in Bridges to Success program meetings to inform high school counselors about MESA/STEM program services. The program coordinates with the Bridges to Success program in its outreach efforts by participating in New Student Orientations (NSO’s) and Educational Planning Workshops (EPW’s) for incoming college students. In addition, one of the MESA/STEM counselors serves as the college liaison for one of the local area high schools (Orcutt Academy), one of the high school in the areas that is heavily STEM focused.

The MESA/STEM counselors collaborate regularly with staff from Cal Poly, San Luis Obispo’s Multicultural Engineering Program (MEP), Society of Women Engineers (SWE), College of Engineering, and College of Math and Science. Monthly, representatives from AHC MESA and STEM programs as well as the programs listed above from Cal Poly meet to coordinate joint events and efforts to support the professional development, academic advancement, and university transition of MESA/STEM students to our most popular transfer institution. This group identifies as the Cal Poly/AHC STEM Collaborative. Additionally, the MESA counselor/coordinator is an active member of

the Hispanic Serving Institution (HSI) Regional Alliance coordinated by UC Santa Barbara. This group, made up of all the MESA Directors in Region 6 from community colleges and universities as well as deans and HSI STEM grant directors from the region, meets three to four times a semester and collaborate on efforts that support professional and leadership development along with academic advancement of MESA and underrepresented STEM students.

AHC MESA/STEM is a prime source of students who are recruited into research internship programs at UC Santa Barbara, and Cal Poly, SLO. AHC MESA/STEM has partnered with these colleges many times in the past to provide letter of support (Appendix B) for grants, recruitment opportunities, and linkages to our students, and facilities in which to conduct student interviews and information workshops. MESA/STEM recently partnered with UC Santa Barbara in a NSF S-STEM grant in which AHC will receive \$75,000 per year in scholarship money for its MESA/STEM students and \$25,000 to provide additional support services for these students. The AHC MESA coordinator is in regular communication with UCSB MESA Director (MEP and MSP) and they coordinate joint industry field trips and other efforts to support MESA/STEM students in the region. Additionally, many MESA/STEM students are also enrolled in the Bridges to the Baccalaureate (BttB) program that includes summer internships in the research labs of Biology faculty at Cal Poly, San Luis Obispo.

The MESA coordinator/counselor and faculty sponsors and staff attend the Engineering Liaison Council meetings on a regular basis and collaborate with other MCCP and MEP program coordinators and faculty. The MESA coordinator/counselor ensures that all of the MESA transfer students are connected to the respective MEP program at their transfer institution before transitioning to the university, and she sends a list of MESA students who will be transferring to the MEP Directors at their respective universities.

- C. MESA/STEM staff and faculty work collaboratively with the AHC district to support efforts to expand the MESA/STEM program and attract outside funding resources from civic, community, foundation, local/global business, federal, and private entities. These joint efforts have demonstrated innovative practices above and beyond the resources available from the statewide grant. The MESA coordinator/counselor collaborates with the Executive Director of the AHC Foundation/College Advancement to maintain connections with local industry, donors, and other supportive community organizations. The Foundation is currently implementing a major campaign to raise funds (\$500,000) to support an expansion and upgrade of MESA/STEM Academic Center (Appendix B).

MESA/STEM staff and faculty have additionally leveraged program funds to support MESA/STEM student scholarships and mentoring activities. The program has partnered with the NIH-funded Bridges to the Baccalaureate (BttB) grant to serve students interested in biomedical careers. The MESA coordinator/counselor has worked collaboratively with the Engineering Professor to secure funds from two National Science Foundation (NSF) S-STEM grants (AHC was the fiscal lead on one S-STEM and is currently a sub-grantee on another S-STEM with UCSB) that provides scholarships, mentorship, and field trip experiences to MESA/STEM students. MESA/STEM staff and faculty collaborate with BttB, S-STEM, and other appropriate grant programs to minimize expenses on joint endeavors. S-STEM scholarships began in fall 2012, and MESA/STEM and BttB students have been the primary recipients of these awards. For the last eight years, ExxonMobil has donated \$5,000 per year to the college to support the AHC's MESA/STEM program. This funding has gone directly to support MESA/STEM student scholarships, mentorship programs, and leadership development opportunities.

- D. As previously noted, counselors, math and science faculty, and engaged MESA/STEM students play key roles in recruitment, and the AHC MESA/STEM brochure is updated regularly, distributed among various college departments, and posted in high student traffic areas throughout Student Service and academic departments.

The MESA/STEM counselors maintain regular communication with the faculty co-sponsors, Articulation Officer, administration, representatives from the Counseling department, the University Transfer Center, Learning Assistance, Veteran's Center, Financial Aid, EOPS, Tutoring Center, Math Center, CAN/TRIO, BttB, and Cal-SOAP, as well as various university and industry partner agents. Through meetings with various departments and frequent individual communication, support for MESA/STEM is maintained and the information is shared to keep students aware of available opportunities. Throughout the year the MESA/STEM counselors meet with other faculty and staff from Student Services and academic departments to discuss the MESA/STEM program, receive input to assist with future planning, and collaborate to leverage resources. The MESA/STEM counselors serve on various campus committees that involve planning elements that affect MESA/STEM students. Additionally, they serve on the BttB student selection committee. The MESA coordinator/counselor and MESA staff and students also serve on math and science faculty hiring committees and are actively involved in Associated Student Body Government. Each June, the University Transfer Center coordinates an advisory group meeting including all the previously mentioned program directors, university representatives, and college administrators and faculty. The MESA Program has time on the agenda to report on program status and student progress, as well as gather input (Appendix B).

The AHC Science and Engineering Club and the AHC Math Club, of which many MESA/STEM students are members and serve in leadership position, provides an extended professional and social network for our students. MESA/STEM staff serve as advisors to the Science and Engineering Club and a math professor who stays regularly connected to the MESA/STEM program serves as the co-advisor for the Math Club. Activities for both clubs include informational meetings, fund raisers to support professional and academic events coordinated by the club, community service, competitions, field trips, and various social events to encourage friendships, cultural awareness, and exchange of ideas. Club officers participate in Interclub Council to inspire event participation and organization. Students are encouraged to attend professional conferences and seminars sponsored by Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) and other professional organizations. MESA/STEM students are also invited to attend Cal Poly Society of Women Engineers (SWE) and Society of Hispanic Professional Engineers (SHPE) meetings throughout the year and MESA/STEM faculty and staff provide coordination and transportation to facilitate this effort.

- E. The MESA/STEM program uses the college's Scheduling and Reporting System (SARS Anywhere), eSARS, and LUMEN as mechanisms to track student contacts. The LUMEN database allows staff to share student information among multiple users. Additionally, MESA/STEM was an early adopter of the use of DegreeWorks, a degree audit program, for all students as an additional tool to better support students and encourage the use of technology. The program regularly updates its website to notify students of important information and access to 24/7 resources. The program center has over 15 computer-use stations and provides students with loaner laptops each semester.

2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population and the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

Methods/Evidence:

- A. The MESA/STEM program eligibility criteria and program services are listed on the program's website (Appendix C), in the college catalog (Appendix C), and on the program brochure (Appendix B). Program presentations are conducted in AHC STEM classes to provide appropriate students with information about the program. In addition, orientation for new MESA students consists of a Welcome Workshop (each newly admitted MESA student is required to attend) including MESA/STEM staff introductions, student "pair and share" icebreaker, student responsibilities, program services, and information about the statewide MESA program (Appendix B).

The two one-unit, transferable courses – Engineering 100: Introduction to Engineering and STEM 100: STEM Success Strategies – are designed to orient students from math-based majors to the college, its policies and procedures, and the MESA/STEM program. New MESA students are required to complete one of these courses within one year of admission to the program. Again, study skills, career and personal development, technical career information, and academic paths and planning are major components of both courses (Appendix B).

- B. Until the implementation of AB 705, upon enrolling at AHC, many students took the START test (Student Testing, Advisement, Retention, and Transition), which indicates the appropriate math and English courses the student can take. The MESA/STEM counselors use these assessment results and/or other multiple measures to evaluate the most appropriate course placements. Additionally, students are encouraged to attend tutoring in the MESA/STEM centers, Math Center, Tutorial Center, and other academic support resources available.

Upon the initial MESA/STEM counseling session, a MESA/STEM counselor works with the student to develop a semester-by-semester education plan (SEP) using DegreeWorks and academic support services appropriate to accompany the planned courses are outlined for the student. All MESA/STEM students are made aware of AHC resources and are referred to different services to

assist in their academic success. Once accepted into the MESA program, students are given information about all the program services provided to them. Students are informed that their signature on the MESA Student Contract (Appendix C) obligates them to certain requirements if they want to continue to be compliant with the MESA statewide program. All students are expected to complete ENGR 100 or STEM 100 within one year of admissions into the program, participate in tutoring services, maintain a 2.0 GPA, update their SEP regularly, and meet other participation and behavioral expectations. Student academic records and files are reviewed each June, and students are sent a letter outlining their individual "To-Do" list to meet program requirements (Appendix B).

Each participant's individual needs are assessed, with a focus on supporting students through workshops and study groups, intrusive counseling using a case management model, cultural and social activities that encourage a sense of community, assistance in developing professional networks needed to succeed with an emphasis for competence in science, math, English, the use of technology, and personal financial literacy. Additionally, each student receives a customized comprehensive SEP with emphasis on planning for graduation and transfer, as well as internship and scholarship strategies.

Using a variety of strategies, program staff focuses on identifying the on-going educational and personal support needs of MESA/STEM participants. Participants' service needs are regularly assessed throughout the year through contacts with the MESA Technician, STEM Instructional Assistant, and MESA/STEM counselors. Also, mid-semester progress reports may be collected, especially in STEM courses and for students with an unsatisfactory academic standing, so that students receive continuous feedback from faculty. Follow-up services are provided to students based on their semester performance, participation, and counseling sessions.

As part of regular staff meetings, discussions take place about students' needs. Students receive mentorship, advising, counseling, and support from staff to enhance both academic and non-cognitive skills. Students receive intrusive advising and are provided with referrals to other program and services on and off campus to assist participants in improving academic performance, campus integration, and the development of leadership and other non-cognitive skills.

- C. The program follows all policies and procedures of the college and the California Community College Chancellor's Office (CCCCO) that are in place to protect students from discrimination and bias. During orientation and counseling sessions, students are informed about policies, as well as referred to the online information through their myHancock portal. In an individual meeting with each participant, the MESA/STEM staff review the student's original program application and discuss the student's self-identified needs and program requirements. Contacts are recorded in the Scheduling and Reporting System (SARS) database and student's file.

All required student information is collected during the application/intake process (Appendix C) to comply with MESA Statewide reporting requirements. Participants are evaluated and selected in compliance with the Statewide criteria for the California Community College MESA Program eligibility requirements (Appendix C) for financially disadvantaged, educationally disadvantaged, and pursuing a STEM major with intent to transfer to a four-year university. MESA student demographic data is evaluated each year to assure equitable access is achieved.

- D. The MESA/STEM staff meets with students individually and in groups multiple times per semester in an intrusive counseling/tutoring/mentorship manner to identify students' needs and develop a plan for the delivery of appropriate support services (e.g. tutoring, counseling, workshops, personal support, etc.) to enable students to be successful in their academic goals. In addition, students' applications are reviewed based on demonstrated academic and non-cognitive needs to support success in college (personal support, financial resources, academic and transfer guidance, tutoring, learning strategies, cultural exposure, etc.). As these assessments are completed, the counselor reviews them with the participant and discusses recurring patterns. If the pattern is noted in multiple participants, specific workshops are developed to address identified needs. Workshops may address personal time management, study skills, burnout, test-taking strategies, notetaking and listening skills, using technology effectively, information and financial literacy, and academic honesty. Workshops are conducted by all MESA/STEM staff so that participants experience diverse styles and points of view. Phone and email counseling is also available for students who work full-time and/or live outside of Santa Maria.
- E. The activities and services provided through MESA/STEM foster an institutional climate that supports participants' success and results in increasing their retention and graduation rates. The activities and services are subject to on-going evaluation to determine their effectiveness and perceived value to the participants. While qualitative feedback is used to drive the decision-making process, there is a need to collaborate with the Office of Institutional Effectiveness in the quantitative evaluation of the program and its data reporting.

In addition to providing the required services, staff places a strong value on student-to-staff relations. Student-to-staff interactions and needed services are part of on-going staff discussions in monthly meetings, as well as tutor/facilitator trainings, to promote respect and celebrate diversity along with encouraging the use of the social learning theory. Faculty and staff are also encouraged to attend various professional development activities such as conferences, webinars, and workshops on topics that impact the diverse student population served at AHC. The dean provides support through his encouragement, support, and approval for the program's coordinator, counselors, technician, and instructional assistant to attend additional professional development activities throughout the year.

The activities and services provided through MESA/STEM foster an institutional climate that supports participants' success and result in increasing their rates of retention, good academic standing, graduation, and transfer. Program participants are encouraged to attend events, develop self-efficacy skills, and to become involved on campus. As a result, MESA/STEM participants are AHC student-leaders and participate in shared governance and college decision-making processes.

- F. Program staff are responsible for managing student records. Participants' files include their application to the program, signed agreements, Student Education Plan (SEP), academic progress reports, program contacts, financial aid information, and additional pertinent/contact information. Records are reviewed and updated regularly. While participant records are maintained in paper files (in a locked cabinet) for quick access and note taking, there is also an electronic file kept through the college's SARS system. SARS tracks each students' participation in other related programs, math and English assessments, demographic information, program engagement records, student academic goals, completion of MESA requirements, program admissions term, and university transfer

information. Data is analyzed annually and reported as part of the evaluation of the program's effectiveness.

Data gathered that includes participant's name, social security number, demographic information, financial information, eligibility verification documents, and disability information is managed in compliance with the Family Educational Rights and Privacy Act (FERPA). Information related to program performance outcomes – persistence rate, good academic standing rate, and graduation and transfer rates are monitored and used to modify service delivery as appropriate.

3. Student Outcomes

- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc.
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6-year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment schedule

Methods/Evidence:

- A. The enrollment trend for number of participants served by the MESA program during the past five (5) years has been consistent and within the CCCCO/Statewide objectives. Each year the program serves at least 125 participants (the number required by the State), and the last two years has exceeded this expectation. During the last two years the number of students served has increased by 25% which has resulted in heavier workloads for staff.

**The MESA/ASEM academic year is from July 1 – June 30.*

MESA/ASEM PARTICIPANT COUNT	
Academic Year	MESA/ASEM Participant Count
2013 - 2014	141
2014 - 2015	137
2015 - 2016	139
2016 - 2017	193
2017 - 2018	187

The demographics of the program have remained consistent with the growing majority of the participants being Hispanic.

MESA/ASEM PARTICIPANT ETHNICITY		
Academic Year	Hispanic %	Non-Hispanic %
2013 - 2014	62%	38%
2014 - 2015	61%	39%
2015 - 2016	70%	30%
2016 - 2017	70%	30%
2017 - 2018	71%	29%

The STEM majors as declared by MESA/ASEM students are distributed as follows:

MESA/ASEM PARTICIPANT BY STEM MAJOR			
Academic Year	Engineering/Computer Science	Life Sciences	Other
2013 - 2014	59%	27%	14%
2014 - 2015	60%	31%	9%
2015 - 2016	55%	26%	19%
2016 - 2017	60%	20%	20%
2017 - 2018	60%	21%	19%

When students apply to the MESA program, they must show proof of meeting the financially-disadvantaged criteria. In most situations, this is documented through the student's proof of being a BOGG recipient. Only in special circumstances approved by the CCCCO can students be approved for the program if they are not BOGG awarded. Many of these special circumstances would be awarded to AB540 students (a recent position of CCCCO) or dependent students as determined by FAFSA who can demonstrate no relations with their parents. Students approved for the program by being BOGG awarded must demonstrate BOGG eligibility each year they are in the program.

BOGG-AWARDED MESA PARTICIPANTS	
Academic Year	BOGG AWARDED
2013 - 2014	99%
2014 - 2015	98%
2015 - 2016	96%
2016 - 2017	95%
2017 - 2018	95%

The MESA program is designated as one that serves educationally-disadvantaged students in addition to those who are financially-disadvantaged. In order to meet the educationally-disadvantaged criteria, students must meet one of four criteria or be approved through special circumstances by CCCCO. The primary criteria in which most students meet this status is that neither of their parents or guardians has a Bachelor's Degree or higher level of education attainment in any country.

MESA PARTICIPANTS WHO ARE FIRST GENERATION COLLEGE STUDENTS	
Academic Year	First-Generation College Student
2013 - 2014	94%
2014 - 2015	95%
2015 - 2016	95%
2016 - 2017	94%
2017 - 2018	94%

B. In October 2018, the college's Institutional Effectiveness department extracted student data and compare students who received MESA services to non-recipients. Noteworthy outcomes based on the demographics include: (1) MESA students are primarily male Hispanics between the ages of 20-24; (2) most MESA students are not in enrolled in the MESA program within their first term/year at AHC; (3) overall MESA students have about the same retention (finish a course with a grade) as AHC students, but they have about 4-5% higher success (finish a course with a C or better); and (5) average GPA of MESA students is about a half a grade point higher than all AHC students.

Interestingly, also reported was MESA students who had earned degrees/certificates years prior to the data period studied. This could mean two things; either MESA students earn degrees/certificates and then join MESA or if a student earns a degree/certificate while in MESA they continue on to earn more awards/transfer. The most popular degree for MESA students is an AA and the most popular certificate is the 30-60 unit ones (GE certification).

MESA students transfer at higher rates than AHC overall, 48% versus 37%. The first cohort studied had about 170 students and between 2013 and 2018, 82 of them were identified as attending a university.

Data Results in Retention Success

	Sum 2012	Fall 2012	Spring 2013	Grand Total
Sections	94	205	186	485
Headcount	116	139	135	155
Enrollment	225	509	491	1,225
Retention %	89.30%	85.30%	88.00%	87.10%
Success %	83.60%	75.00%	78.80%	78.10%
FTES	26	83	78	188
Avg GPA				3.07

	Sum 2013	Fall 2013	Spring 2014	Grand Total
Sections	98	210	201	509
Headcount	102	137	137	151
Enrollment	204	512	498	1,214
Retention %	89.70%	86.90%	84.10%	86.20%
Success %	80.90%	75.20%	75.10%	76.10%
FTES	24	82	76	182
Avg GPA				3.06

	Sum 2014	Fall 2014	Spring 2015	Grand Total
Sections	88	204	207	499
Headcount	97	120	118	139
Enrollment	174	439	441	1,054
Retention %	91.40%	86.80%	87.30%	87.80%
Success %	80.50%	71.80%	78.50%	76.00%
FTES	20	65	67	152
Avg GPA				3.07

	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Grand Total
Sections	113	267	15	231	626
Headcount	126	150	23	151	172
Enrollment	225	550	25	516	1,316
Retention %	91.60%	86.00%	80.00%	92.10%	89.20%
Success %	82.70%	78.20%	68.00%	81.60%	80.10%
FTES	27	82	2	84	196
Avg GPA					3.00

	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Grand Total
Sections	75	174	13	185	447
Headcount	89	130	21	126	142
Enrollment	145	426	25	415	1,011
Retention %	87.60%	80.30%	84.00%	89.40%	85.20%
Success %	80.70%	68.50%	76.00%	77.80%	74.30%
FTES	18	75	2	69	164
Avg GPA					2.95

	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Grand Total
Sections	105	246	17	244	612
Headcount	116	172	35	166	177
Enrollment	190	614	43	585	1,432
Retention %	95.80%	89.60%	93.00%	89.10%	90.30%
Success %	89.50%	76.20%	88.40%	78.50%	79.30%
FTES	23	102	4	91	221
Avg GPA					2.96

Data Results in Demographics

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Age Category	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
Under 20	45	32	27	41	31	59
20-24	102	102	91	110	91	102
25-29	15	22	17	21	20	25
30-34	11	13	14	8	5	6
35-39	4	3	4	5	7	5
40-49	4	4	2	4	3	2
50+	1	1	1		1	2
Grand Total	155	151	139	172	142	177

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Ethnicity	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
Asian	10	10	6	8	5	6
Black	2	3	3	3	2	3
Filipino	9	2	5	6	7	12
Hispanic	94	96	96	123	105	119
Native Am	4	3	4	4	3	3
Pac Isl	3	2		1	1	1
White	33	36	25	27	19	35

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Gender	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
Female	42	36	35	46	41	51
Male	113	115	104	126	101	126

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Enroll Status	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
First Time	5	8	9	27	6	24
First Time						
Transfer	1	1	3	3	2	1
Continuing	13	13	1	11	3	3
Returning	151	145	138	163	141	177
Unknown	1	0	1	1	0	0

C. In 2012, the MESA program identified five Student Learning Outcomes (SLO) based on the recommended outcomes from the CCCCCO and began an assessment cycle.

The five SLOs are:

- **MESASLO1:** After participating in AEW's MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.
- **MESASLO2:** By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.
- **MESASLO3:** Within 2 semesters of admission to the program, MESA students will have an educational plan that outlines the requirements needed for transfer to a four-year institution.
- **MESASLO4:** By the end of spring term prior to their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.
- **MESASLO5:** By the end of spring term of their final year at Allan Hancock College, MESA students will have developed the confidence required to successfully navigate the academic process at the accepted transfer institution.

All SLOs measure the guiding principles of the program. Results indicate success and effectiveness of the program.

<p>MESASLO1: <i>After participating in AEW's MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.</i></p>	<p>Last assessment: Spring 2018 based on evaluation rubric completed by AWE facilitator</p>	<p>Result/Finding: <i>100% of students participating in AEW demonstrated a command of collaborative work and study skills at "exceeds" or "meets" standard level.</i></p>
--	---	---

<p>MESASLO2: <i>By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.</i></p>	<p>Last assessment: Fall 2017 based on survey completed by student</p>	<p>Result/Finding: <i>98% of students in their final year at AHC could identify a long-term support system at "exceeds" or "meets" standard level.</i></p>
<p>MESASLO3: <i>Within 2 semester of admission to the program, MESA students will have an educational plan that outlines the requirements needed for transfer to a four-year institution.</i></p>	<p>Last assessment: Spring 2017 based on counselor evaluation and records</p>	<p>Result/Finding: <i>99% of students had a comprehensive SEP on file.</i></p>
<p>MESASLO4: <i>By the end of spring term prior to their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.</i></p>	<p>Last assessment: Spring 2018 based on evaluation rubric completed by counselor</p>	<p>Result/Finding: <i>37% of students in their final year at AHC had an adequate resume developed at "exceeds" or "meets" standard level.</i></p>
<p>MESASLO5: <i>By the end of spring term of their final year at Allan Hancock College, MESA students will have developed the confidence required to successfully navigate the academic process at the accepted transfer institution.</i></p>	<p>Last assessment: Spring 2017 based on survey completed by student</p>	<p>Result/Finding: <i>100% of students in their final year at AHC had developed the confidence required to successfully navigate academic processes at "exceeds" or "meets" standard level.</i></p>

On March 22, 2016, MESA/STEM staff conducted a focus group with 24 MESA/ASEM students. Students that participated were:

- 54% male; 46% female
- 71% Latino, 21% White, 4% Asian, 4% Black
- 54% English is a second language
- 96% have a current SEP
- 83% indicate their family supports their choice to attend college
- 83% indicate they have a modern computer at home
- 88% indicate they have access to the internet at home
- 38% indicate they have a quiet place to study at home
- 46% work outside of school
- 58% indicate their primary place of study is MESA/STEM; 33% library, 25% home
- 29% were engineering majors, 21% computer science, 17% biology, other majors were food science, math, architecture, and chemistry

Results of the focus group were:

- Challenges/Barriers/Obstacles faced going to college
 - Family support
 - Financial support
 - Transitioning out of the military or work force or from dropping out previously
 - Child care
 - Transportation
 - Adapting to and understanding the college systems and culture
 - Family/friend crisis
 - Not knowing about MESA/STEM support services early on in college career
 - Having proper STEM academic prep in high school
 - Understanding all financial aid sources in general
- Challenges/Barriers/Obstacles to completing STEM major
 - Lack of comprehensive tutoring
 - Lack of resources at LVC
 - Limited study space
 - Underdeveloped time management skills
 - Limited space for storage of stuff (here all day)
 - Lack of flexibility with work schedule
 - Lack of family support/child care
 - Having to deal with GE courses
 - Limited parking (here all day – when leave at night, car out in boonies)
 - Limited understanding/skills in navigating higher education
 - Time to transfer is a long haul
 - Food costs on campus are high
 - Limited financial aid after 90 units
 - Lack of socialization space
 - Getting the wrong advising in general counseling
 - Lack of sleep
 - No time to spend with family
 - Staying healthy
 - Family telling me that because I am woman I should not major in STEM
- Things like most about MESA/STEM Center/Program
 - Book loans
 - Emails about scholarship and internship opportunities
 - STEM counseling onsite
 - Strong support system
 - Welcome workshop for MESA
 - Workshops specific to STEM student-success challenges
 - Letters of Recommendation
 - Printing, copying, and computer resources
 - Field trips

- University representatives appointments/presentations
 - Collaborative peer group society/study support/sharing
 - Social events like Engineering Week, Potlucks, Bon Fire, Club
 - Week of Discovery
 - Friday Night Science
 - Tutoring
 - Tables for group study
 - White Boards
 - Eating in the center, refrigerator, microwave
 - Lockers
 - Progress reports and counseling intervention
- Things needed to improve MESA/STEM Center/Program
 - More consistent and effective tutoring for Biology and Chemistry and higher math (liked the Cal Poly tutors) – like we have for Physics too*
 - More space for quiet study, group study, and decompression*
 - Giant style tables*
 - More white boards*
 - New refrigerator and microwave and a toaster oven*
 - More lockers and cubbies, places for all our stuff*
 - STEM services at Lompoc Valley Center (LVC)*
 - More STEM specific counseling and support staff*
 - Supplemental academic resources that serve as visual aid/adaptive technology to aid in STEM courses*
 - All STEM majors should be served by STEM counselors*
 - Stronger connection with LAP and CAN (LAP resources in STEM/MESA and better STEM resources in LAP and CAN)*
 - Better support of women in STEM*
 - Broader access of scholarships and internships for those with lower GPAs*
 - Expand book loans or access to lower prices or vouchers*
 - More solutions manuals*
 - Online homework is difficult to tutor for
 - Opening center earlier than 8AM*
 - Regulate use of centers of non-STEM majors better
 - Integrate new MESA/STEM students better into the center/program culture (it is intimidating)*
 - A water cooler with cold and hot water*
 - Need more internship opportunities for AB 540 students*
 - Other stuff that was suggested
 - GEs more specific to STEM majors (Golden 3 specific to STEM majors)
 - Need more sections of STEM courses at Santa Maria and LVC
 - Students love the PHYS 120 series

The results from the 2016 focus group have been used to guide decision making regarding the program and services of MESA/STEM as well as forming the basis for further grant development. Space and staffing constraints have caused barriers to implementation or expansion of items marked with an asterisk (*) above.

On November 29, 2018, a SGID was conducted by the Dean, Academic Affairs overseeing MESA/STEM regarding the program. These are the results:

Student Comments:

Positive Aspects of the (Program)	Areas for Improvement	Suggestions for Bringing about Improvement
<ol style="list-style-type: none"> 1. Book, calculator, laptop lending 2. Good & friendly staff 3. Environment supports growth with peers 4. Priority registration 5. Snacks & drinks 6. Home away from home— mutual support 7. MESA students get CalFresh 8. Field trips 9. Counseling & support from Dorine 10. Lockers, microwave 11. Individual attention: students are not anonymous 	<ol style="list-style-type: none"> 1. Old, slow computers 2. More drop-in counseling 3. Study room 4. Stay open later (midnight!) 5. More tutors 6. Kitchen 7. Faculty-led review sessions 8. More compartmentalization of space 9. No need to open so early (9:30-10) 10. Quiet study space 11. More non-academic social time 12. Space is cramped 13. Rebalance non-engineering activities: field trips & internships 14. More electrical outlets 	<ol style="list-style-type: none"> 1. Communal pantry 2. One-on-one mentoring with alumni, others with STEM success 3. More electrical outlets 4. Bigger budget 5. More whiteboards 6. Better computers 7. Ways to get more students to MESA convocation 8. Two FT counselors 9. Medicinal vending nearby (after move) 10. Dedicated transportation for MESA events

D. MESA established an assessment cycle in the 2012/2013 academic year as follows:

SLO	Assessment Schedule	Assessment Completed
<p>MESASLO1: <i>After participating in AEW's MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.</i></p>	Every May	Spring 2013; 2014; 2015; 2016; 2017; 2018
<p>MESASLO2: <i>By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.</i></p>	December of odd years	Fall 2013; 2015; 2017

MESASLO3: <i>Within 2 semester of admission to the program, MESA students will have an educational plan that outlines the requirements needed for transfer to a four-year institution.</i>	December of even years	Fall 2012; 2014; Spring 2017* <i>*The MESA Counselor/Coordinator was on sabbatical fall 2016 so SLOs were not completed during their scheduled assessment cycle that term, but were completed during the term after she returned.</i>
MESASLO4: <i>By the end of spring term prior to their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.</i>	May of even years	Spring 2014; 2016; 2018
MESASLO5: <i>By the end of spring term of their final year at Allan Hancock College, MESA students will have developed the confidence required to successfully navigate the academic process at the accepted transfer institution.</i>	May of odd years	Spring 2013; 2015; 2017

Data collected over the last six years includes:

SLO	Data Method	Data Summary	Changes Made
MESASLO1: <i>After participating in AEW's MESA students will demonstrate a command of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.</i>	AEW Facilitators are asked to evaluate their students based on a Collaborative Work Skills rubric.	On average, 91% of students participating in AEW demonstrated a command of collaborative work and study skills at "exceeds" or "meets" standard level. 2013: 80% 2014: 94% 2015: 92% 2016: 95% 2017: 83% 2018: 100%	Communicated regularly with all our students about the importance of attending the AEW sessions and their proven success rates with course completion and higher grades; Offered AEW sessions more regularly and implemented strategies for the workshop facilitators to be more closely connected to the course instructor and students; required all MESA students who are on academic probation to attend AEW sessions; MESA Counselors took an active role in training the facilitators and encouraging instructors to promote AEWs in their classes

SLO	Data Method	Data Summary	Changes Made
<p>MESASLO2: <i>By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.</i></p>	<p>All students who have applied to university complete a survey developed using a rubric in which they identify options that best describe their support system.</p>	<p><i>On average, 91% of students in their final year at AHC could identify a long-term support system that "exceeds" or "meets" standard.</i></p> <p>2013: 85% 2015: 92% 2017: 97%</p>	<p>Communicated regularly with our new students about the importance of developing a support network of faculty, campus resources, and professional organizations and maintaining contact with them; Offered workshops and learning experiences designed to assist students in identifying sources of support and teaching them proper communication techniques with these contacts; held students accountable for attending these workshops; Required all new students to complete ENGR 100 or STEM 100 – geared towards assisting them in identifying and developing a long-term support system</p>
<p>MESASLO3: <i>Within 2 semester of admission to the program, MESA students will have an educational plan that outlines the requirements needed for transfer to a four-year institution.</i></p>	<p>The MESA Counselors review each student's records and evaluate based on a rubric each students education plan status.</p>	<p><i>On average, 96% of students had a comprehensive SEP on file.</i></p> <p>2012: 99% 2014: 91% 2017: 99%</p>	<p>Communicated regularly with our new students about the importance of developing an SEP and completing it through DegreeWorks; offered workshops and learning experiences designed to assist students in identifying a major and transfer universities and on how to use DegreeWorks; required all new students to complete ENGR 100 or STEM 100 – geared towards assisting them in identifying a major and a transfer university as well as understanding the course requirements</p>

SLO	Data Method	Data Summary	Changes Made
<p>MESASLO4: <i>By the end of spring term prior to their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.</i></p>	<p>Each student approaching their final year at AHC is asked to submit a resume that the MESA Counselor evaluates the qualities of the resume based on a rubric.</p>	<p><i>On average, 69% of students in their final year at AHC had an adequate resume developed at "exceeds" or "meets" standard level.</i></p> <p>2014: 94%* 2016: 77%* 2018: 37%*</p> <p><i>*The evaluation and rating practices for this SLO have been inconsistent amongst all three years.</i></p>	<p>Communicated regularly with all our students about the importance of developing and maintaining effective resumes throughout their educational journey at AHC and beyond; offered workshops and personal assistance to aid students in understanding the importance of an effective and professional resume and to guide them in developing one of their own; required all MESA students who have been accepted to university to submit a resume before receiving their transfer stipend</p>
<p>MESASLO5: <i>By the end of spring term of their final year at Allan Hancock College, MESA students will have developed the confidence required to successfully navigate the academic process at the accepted transfer institution.</i></p>	<p>All students who have been accepted to a university complete a survey developed using a rubric in which they identify options that best describe their transition plan, confidence level, and study skills.</p>	<p><i>On average, 96% of students in their final year at AHC had developed confidence required to successfully navigate academic processes at "exceeds" or "meets" standard level.</i></p> <p>2013: 89% 2015: 100% 2017: 100%</p>	<p>Communicated regularly with all our students about the importance of attending workshops geared towards understanding the transfer, admissions, and financial aid processes; offered field trips to universities designed to assist students in understanding and developing confidence in the transfer process; required all MESA students who have been accepted to university to attend a "We're Outta Here" workshop in the spring term prior to fall transfer</p>

NOTE: MESA does not have a previous program review to compare data against.

E. Even though, the data collected indicated that the majority of MESA students were meeting or exceeding expectations pertaining to the assessed measures, the MESA Program has made some programmatic changes as a result of SLO data as indicated in item D above. SLO data did not identify any gaps or inequalities among the students served by the program.

F. The upcoming six-year assessment schedule will remain in place as established in 2012/2013:

SLO	Assessment Schedule
MESASLO1	Every May
MESASLO2	December of odd years
MESASLO3	December of even years
MESASLO4	May of even years
MESASLO5	May of odd years

4. Personnel and Support Services

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Methods/Evidence:

- A. The program is coordinated by one full-time Academic Specialist/Counselor, also known as the MESA Counselor/Coordinator, who is responsible for coordinating the activities and services that support the achievement of grant objectives and student success. The full-time MESA Technician tracks budget and provides technical and clerical support to the program and maintains student databases and records. The full-time STEM Instructional Assistant oversees the functions of the STEM learning laboratory and manages student academic resources. The part-time MESA/STEM Counselor (funded by Student Equity) generates and updates MESA/STEM students' educational plans, provides mid-semester academic advising as needed and supports the Academic Specialists/Counselor in meeting students' counseling needs. These four positions function as a team in the delivery of MESA/STEM services and play critical roles in maintaining high quality STEM support services (Appendix D).

With oversight of the Dean, the Academic Specialist/Coordinator plays a critical role in regulatory compliance and management of the program budget and staff and in providing comprehensive student and academic support services that promote student success and responds to student needs identified through qualitative and quantitative assessments. Communication mechanisms are in place to ensure that services are fully integrated into the ongoing operations of the college and MESA/STEM priorities are woven into the fabric of the institution.

The program is supported by a high level of administrative and campus-wide commitment to the major activities of the program. This ensures that the activities are well-coordinated, that other available resources are leveraged, and that, ultimately, MESA/STEM objectives are achieved. MESA/STEM staff members are active participants in college council and committee shared governance, as well as student service advisory groups. The MESA/STEM team meets regularly with the Dean of Academic Affairs to engage in program planning.

Faculty Sponsor, Dominic Dal Bello (Engineering), provides counsel to the MESA/STEM team in the development of activities to meet the program objectives. He is actively involved in the program's activities including tutoring, field trips, industry contacts and internships, as well as other student-success efforts.

The MESA/ASEM program serves approximately 250 students. This number does not take into account the number of students served through classroom outreach, community outreach, campus events, drop-in questions or program inquiries. Available counseling hours per week equate to approximately 30, or 60 appointment slots. Counseling appointments book out two to three weeks in

advance.

- B. All MESA/STEM staff attend professional development activities regularly. Activities include campus trainings, conferences, state-wide MESA/STEM related meetings, webinars, and Counseling and STEM departmental meetings.

Because the MESA budget is limited, travel allocations for staff professional development is not highly prioritized when considering the other financial needs to provide comprehensive MESA/STEM student and academic services. Therefore, there is a need for additional funds for all staff to attend off-campus professional development opportunities to ensure they are current in their skill-sets and professional knowledge.

- C. All MESA/STEM staff is evaluated pursuant to their individual bargaining unit's agreements. The Dean oversees all evaluation processes for MESA/STEM staff. Classified staff evaluations include plans for improvements.
- D. The only fulltime faculty assigned to the program, the Academic Specialist/Counselor, serves regularly on various hiring and evaluation committees for full and part-time faculty.

5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

Methods/Evidence:

- A. A dedicated center for MESA students' use has been in operation since its inception in 1999, expanding from an initial 250 square-foot space in a Building M janitorial area to the current 1,081 square-foot center located in Building W near the math/science complex. When the MESA Center was relocated to its current location, the increase in square footage allowed the program to increase the allowable number of students served by the program as determined by statewide regulations. In its current location, the MESA program is capped per statewide regulations at 125 students. The existing location provides office space for two staff positions that manage the center, seven computer workstations, individual and group study/tutoring areas and a quiet meeting room, student lockers, white boards, copier, office supplies station, and a mini-kitchen area. Current reference materials are readily available, as is a textbook lending library that is frequently accessed by students. Bulletin boards display information about internships, scholarships, and news articles and photos showcasing MESA students.

In 2012, the college created a STEM Center on campus with funding received from a U.S. Department of Education HSI-STEM grant. During the HSI-STEM grant period, the two programs (MESA and STEM) collaborated regularly, but resided in different areas on campus and were managed by different budgets and staff. At the conclusion of the STEM grant, funding for the center's Instructional Assistant was allocated from the college's general funds, and funding for the STEM counselor position was allocated through Student Equity funds; however, the counselor position was reduced from full-time to part-time. Operational funds for the STEM Center were eliminated and its functions merged into the MESA Program and grant funding allocations.

The MESA/STEM program, now functioning as one cohesive *program*, is still located in two separate locations in Building W. The MESA/STEM study center, quiet meeting room, and resource/work area is located in W21 (1,081 square-feet), while the MESA/STEM learning lab (925 square-feet) is located in W22. Although, the numbers of the rooms imply they are next door to one another, they are actually in two separate sides of the building.

In 2016, the college identified two large classrooms in Building M to relocate the two programs into one open space, doubling their current square footage. In anticipation of this happening, the MESA program began to increase the number of students served by the program to match with the new square footage allocations. The college paid for architectural renderings (Appendix E) for the new space and launched a \$500,000 campaign (Appendix B) to raise funds for the remodel costs. In August 2018, the college decided to include the effort as a component of Measure Y, a bond measure on the November 2018 ballot, which failed. Currently, the physical merging of the two programs is dependent upon securing appropriate funding. Meanwhile, student demand for use in both centers exceeds the current physical space.

- B. While the current technology and equipment is adequate, there is a need for flat screen televisions for electronic announcements; computers in the centers are over five years old and cannot be updated with new software; and anatomy models are in high demand and more are needed. Additional funding is also needed to expand textbook loan and solution manual availability.

In the new location, new furniture, information racks, white boards, updated computer workstations, lockers, microwave, refrigerator, staff/faculty office equipment, a maker-space tool cart, and a smart podium/interactive technology station with projection will be needed to complete the project.

- C. Although the program support space is adequate to deliver services and operate the program, the current demand for services, the projected growth, and the constraints on other college resources such as conference rooms and classroom space is limiting the programs ability to meet students' needs and expand services.
- D. The facilities are within state and federal safety regulations. Current technology is reasonable and adequate, but advancements are needed to meet emerging pedagogical and industry standards.

6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

Methods/Evidence:

- A. From 2012 – 2016, the MESA grant award totaled \$50,500 each year. During this time, the grant funded the MESA technician (approximately 70% of the grant funds at the time) and most MESA program operational expenses including instructional materials, office supplies, printing, field trips and events, food supplies, professional development travel, and student transfer financial awards. Additionally during this time, the college was awarded its \$4.3 million dollar HSI STEM grant, and this grant helped expand MESA financial support in the area of instructional supplies, tutoring, field trips, and professional development travel.

In the 2016-2017 grant year, the MESA award amount increased to \$77,893 (Appendix A). This allowed for the MESA grant, with the conclusion of the HSI STEM grant, to incorporate the STEM Center into its program and merge the two operational expenses together under the MESA grant. Additionally at this time, Student Equity directed funding towards MESA to expand services in the areas of field trips, instructional materials, tutoring, and counseling services, as well as the District agreed to fund the MESA Technician position and STEM Center Instructional Assistant. The 2017-2018 MESA grant awarded amount of \$74,515 is used to cover most MESA/STEM operating expenses including summer staffing costs, student workers, tutors, instructional materials, office supplies, printing, events and field trips, food supplies, professional development travel, and student transfer financial awards. Student Equity continues to fund additional field trips, tutoring, instructional materials, and counseling services in the amount of approximately \$50,000 per year. The MESA Counselor/Coordinator (Academic Specialist) position has always been fully funded by the District.

- B. Current funding through the MESA grant, Student Equity and the District is adequate; however, increased funding is needed to continue and extend the effectiveness of the program. Since the conclusion of the HSI STEM grant, counseling services were cut in half. There is a need for restore counseling services (+\$60,000 per year), a larger facility (\$500,000 one-time expense), and a support program for women in engineering (+\$35,000 per year). A District commitment to (1) a fulltime MESA/STEM counseling position (Academic Specialist), (2) a larger facility, and (3) additional funding sources through a grant or Student Equity to support the women in engineering project is needed. Advocacy at the Chancellor's Office for increased funds to be directed towards MESA statewide continues on an ongoing basis. The current goal of the Chancellor's Office is to fund each MESA program at \$99,500 each year, but it is unlikely this will happen anytime in the near future.
- C. The anticipated funding will not be adequate for the development of new services and activities. It will be important to continue receiving support from Student Equity, the District, and other identified grant/donor sources. Avenues of additional funding will need to be identified by the college.
- D. Resources are prioritized based on Student Learning Outcomes (SLO) assessments, student focus group data, institutional data sources, and informal student feedback and needs assessments.

7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
- D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services

Methods/Evidence:

- A. MESA/STEM plans industry field trips with the intent of (a) exposing students to career opportunities in math/science fields, (b) introducing industry representatives to the high caliber of students in the MESA/STEM Program, (c) laying groundwork for internships for students, and (d) seeking partnership with high-profile industry contacts. The faculty and staff collaborate with the AHC Foundation to maintain connections with local industry, donors, and other supportive community organizations. For the last eight years, ExxonMobil has donated \$5,000 per year to the college to support the MESA/STEM program. This funding has gone directly to support MESA/STEM student scholarships, mentorship programs, and leadership development opportunities. The Foundation implemented a major campaign (Appendix B) to raise funds from local industry to support an expansion and upgrade of MESA/STEM Center facilities, as well as promoted the needs of the remodel on the Measure Y website and promotional materials. Industry partners present throughout the year at MESA/STEM workshops, events, and in Engineering 100 and STEM 100 – the two MESA orientation courses (Appendix B); attend the MESA/STEM Student Recognition Reception each spring (Appendix F); and work with MESA/STEM staff and faculty to place students in summer internships (Appendix F).
- B. As previously stated, targeted recruitment for new MESA/STEM students is accomplished by obtaining lists of potential students through the college's database. An invitation to visit MESA/STEM and apply to the program is mailed to students. Counselors, math and science faculty, and MESA/STEM students play key roles in recruitment. In particular, MESA/STEM program student leaders and ambassadors are asked to attend specific college events and seek out potential MESA/STEM students. The AHC MESA/STEM brochure (Appendix B) is updated regularly, distributed among various college departments, and posted in high student traffic areas. The application is readily available on the program's website (Appendix B). The MESA/STEM staff and faculty also work collaboratively with the local high school STEM teachers to identify incoming freshman who could benefit from the program. These students are specifically encouraged to attend the STEM Week of Discovery – an AHC MESA/STEM orientation the week before classes begin in fall term (Appendix F).

MESA/STEM regularly participates in all campus events such as the Bulldog Bow-WOW, Hancock Hello, Diversity Day, University Transfer Day, Veterans Appreciation Day, and the Career Exploration Day by providing information tables with flyers, brochures, and staff to give out program information and answer questions.

Students are given information about the program during all college new student orientations and during classroom presentations in STEM and Personal Development courses. Student emails, phone calls, postings on the website, and MESA/STEM social media (Facebook) are all used as

communication tools to inform students of upcoming events, special opportunities, workshops, available scholarships and internships, and program updates. Additional methods for informing the campus community include presentations at Board of Trustees meetings, departmental meetings, Bridges to Success (local high school network) meetings, student orientations, and the AHC website.

- C. MESA/STEM staff and faculty meet twice monthly during the academic year to coordinate services. Additionally, when appropriate, program data such as Student Learning Outcomes (SLO) are reviewed. SLO data and other MESA/STEM program and student achievements are regularly presented in the MESA/STEM Newsletter (Appendix F). This newsletter is published once a term and is shared among students, faculty, staff, and industry and university partners, as well as posted to our MESA/STEM website. There is a need to collaborate with the Office of Institutional Effectiveness for the creation of online surveys and collection of data for the program.
- D. MESA/STEM faculty and staff maintain regular communication with the STEM faculty, the college's Articulation Officer, the appropriate administrators, representatives from the Counseling department, the University Transfer Center, Learning Assistance, Veteran's Center, Financial Aid, EOPS, Tutoring Center, Math Center, CAN, BttB, and Cal-SOAP, as well as various university and industry partner agents. Through meetings with various members and frequent individual communication, support for MESA/STEM is maintained and the information is shared to keep students aware of available opportunities. Throughout the year and by various means MESA/STEM faculty and staff meet with others to discuss MESA/STEM program progress, receive input to assist with future planning, and collaborate to leverage resources. MESA/STEM faculty and staff serve on various campus committees that involve planning elements that affect MESA/STEM students, as well as on math and science faculty hiring committees. MESA/STEM students are also actively involved in Associated Student Body Government. The MESA Counselor/Coordinator is an active member of the Hispanic Serving Institution (HSI) Regional Alliance coordinated by UC Santa Barbara and the Cal Poly/AHC STEM Collaborative which each meet two to three times per semester. Each June, the University Transfer Center coordinates an advisory group meeting including all the previously mentioned program directors, university representatives, and college administrators and faculty. The MESA/STEM Program has time on the agenda to report on program status and student progress and to gather input (Appendix B).

8. State and Federal Compliance

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

Methods/Evidence:

- A. The MESA/STEM program adheres to all state and federal guidelines including Title 5 California Code of Regulations and U.S Department of Education Code of Federal Regulations, as well as the Chancellor's Office California Community Colleges Academic Affairs Divisions RFA No. 17-034 Specifications, Instructions, and Terms and Conditions (Appendix A-D – Articles I & II Program Specific & Legal Terms and Conditions), available at:

http://extranet.cccco.edu/Portals/1/AA/MESA/2017-18NewFolder/2017_18_MESA_RFA17_034_Rev_06_16_17.pdf

(Appendix G)

MESA/STEM faculty and staff attend state conferences, training events and webinars, which review policies and procedures and provide program guidance. The MESA Coordinator/Counselor regularly attends Chancellor's Office meetings and trainings to receive program policy updates. The Chancellor's Office governs MESA program implementation and compliance through annual program and budget plans and annual audits; however no audit has been conducted in the last 10 years. MESA/STEM faculty and staff adhere to the U.S. Department of Education Code of Federal Regulations Title 34, Part 99 guidelines pertaining to the Family Educational Rights and Privacy Act (FERPA).

- B. The MESA/STEM program adheres to all relevant college policies and procedures. Published policies are consistent with the programs' mission, and practices are followed to ensure consistency. Student eligibility for MESA is limited specifically to those students who meet specific criteria identified in the Chancellor's Office California Community Colleges Academic Affairs Divisions RFA No. 17-034 Specifications, Instructions, and Terms and Conditions (Appendix A-D – Articles I & II Program Specific & Legal Terms and Conditions). Program participants adhere to the AHC Board Policy and Administrative Procedure 5500 – Standards of Student Conduct (Appendix G) and AHC Board Policy and Administrative Procedure 5530 - Student Rights and Grievances (Appendix G).

Major Program Strengths

List the major strengths of the program organized numerically by criteria

Criteria One – Services and Curriculum

- The MESA/STEM program continuously develops innovative programs and services to meet students' needs.
- MESA/STEM faculty and staff have excellent working relationships and strong collaboration amongst themselves as a team, with STEM instructional programs and student support services, as well as with other student service areas on campus.
- MESA/STEM faculty and staff maintain strong intra-departmental coordination to train tutors.
- MESA/STEM faculty and staff are committed and dedicated to MESA/STEM students and their success.
- MESA/STEM has strong and active partnerships with partner universities.
- The MESA/STEM program seeks many opportunities to leverage other financial resources including donations, grants, and partnerships with other campus departments.
- MESA/STEM team makes significant effort to engage students in support services and give them many opportunities for professional development.

Criteria Two – Student Support and Development

- MESA/STEM counselors meet regularly with students individually to identify students' needs and to develop plans for the delivery of appropriate support services. Individualized student education plans and DegreeWorks semester-by-semester plans are developed through an interactive process with the student. Student progress reports are sent to instructors each semester as an "early alert" for academic monitoring. Counselors facilitate various workshops on topics related to academic success.
- MESA/STEM has an informative and up-to-date website that gives comprehensive support to students.
- ENGR 100 and STEM 100 are effective in orienting students to STEM academic success strategies and exploration of STEM careers.
- MESA/STEM procedures are compliant with CCCCO grant requirements.
- MESA/STEM student records are maintained securely and confidentially in SARS and in a filing system as deemed by the CCCCO grant requirements.

Criteria Three – Student Outcomes

- Demographic data indicates MESA/ASEM students continue to have a notably higher percentage of Hispanic, low income, and first generation students than the college in general. The data reflects the successful outreach efforts to recruit economically and educationally disadvantaged students.
- MESA students transfer to university at higher rates than the general population and have higher GPAs.
- MESA SLO data is impressive.

- MESA/STEM students feel supported and welcomed by MESA/STEM faculty and staff and study centers are important to their success.

Criteria Four – Personnel and Support Services

- The MESA/STEM team includes a very positive, caring, cohesive, professional, knowledgeable, and courteous faculty and staff that fosters a spirit of collaboration and respect with a “students first” attitude.
- There exists strong involvement of MESA/STEM faculty and staff on campus committees and councils, as well as community relationships.
- MESA Coordinator/Counselor plays a key role in the leadership and implementation of program goals and directions.

Criteria Five – Facilities

- There are architectural renderings for the needed new space and a physical plan developed to address facility needs.
- The Foundation is working with the Dean to identify funding for the move.

Criteria Six – Financial Resources

- The District funds three MESA/STEM positions to staff the program.
- The District has been successful in being awarded the grant every time it has applied, and the grant money goes directly towards support of the MESA/STEM program and its students.

Criteria Seven – Community Outreach and Program Awareness

- The MESA/STEM program has strong working relationships with industry in the area and gives students many opportunities to connect with industry.
- The Week of Discovery program is an excellent orientation program for incoming STEM students.
- The MESA Milestones (Newsletter) is well received by campus and community partners and effectively promotes SLO data and student success stories.
- The Student Recognition Reception is student-focused and a powerful tool in motivating students and highlighting their successes.
- MESA/STEM works continuously to help students receive scholarships and earn internships.

Criteria Eight – State and Federal Compliance

- There is excellent grant management and reporting.

Major Program Challenges and Opportunities

List the major challenges and related opportunities organized numerically by criteria

Criteria One – Services and Curriculum

- There seems to be a lack of understanding of our program services amongst the general counselors. Better collaboration and training with the Counseling Department could benefit students.
- Students would benefit from a better communication and effort to enforce program requirements and engagement expectations.
- Student-use computers are obsolete and cannot be loaded with up-to-date software used in the STEM classroom.
- More available tutoring hours are needed per student request.
- Students are in need of more available counseling hours and a dedicated STEM full-time Academic Specialist.
- Students would benefit from more anatomy models, other instructional support material, and instructor office hours being available through the program.

Criteria Two – Student Support and Development

- STEM services are missing in the college catalog and MESA information is limited and needs updating.
- Students would benefit from better communication of program conduct standards.
- ASEM (“Friends of MESA”) students would benefit from establishing a program contract such as MESA students do.
- Students would benefit from utilizing the MESA/STEM website more regularly.

Criteria Three – Student Outcomes

- SLO4 data appears inconsistent and not as strong as other SLO results. Modification of assessment is needed.

Criteria Four – Personnel and Support Services

- More travel funds are needed to support the professional development of MESA/STEM faculty and staff.
- Students have requested that the centers be open later in the evening (midnight).
- A full-time STEM Academic Specialist (faculty) position is needed.

Criteria Five – Facilities

- Current center space and locations prohibit full student engagement in services and academic support. The new planned facility is needed if the program is to continue supporting the number of students it currently is and in order to grow.

Criteria Six – Financial Resources

- Student Equity financial support (particularly with counseling services) has been inconsistent and not meeting the commitments made by the District in the MESA grant budget as approved by the State.
- Funding is needed to support a “Women in Engineering” program within the program.

MESA/STEM

Plans of Action (POA) for Service Improvement

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
<p>Criterion One: Implement hosting an annual "open house" at the beginning of each academic year designed to showcase our program and services for STEM & Counseling faculty/staff</p>	<p>Increased awareness of our program and services among STEM & Counseling faculty/staff and student referrals</p>	<p>MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab</p>	<p>Fall 2019</p>	<p>2019/2020 MESA grant budget allocations</p>	<p><i>Institutional Learning Outcomes:</i> ILO 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 6, 7; E2 <i>2015-2018 Student Equity Plan:</i> E.4, E.7, E.11</p>
<p>Criterion One: Purchase two large TV screen display devices to be located in the study center and in the learning lab to be used for student communication</p>	<p>Increased communication with students regarding program requirements, opportunities, services, announcements, etc.</p>	<p>MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab</p>	<p>Spring 2020</p>	<p>Additional funds for equipment</p>	<p><i>Institutional Learning Outcomes:</i> ILO 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.4, E.7, E.11</p>
<p>Criterion One: Purchase 16-18 new computers for students use in study center and learning lab</p>	<p>Students will have access to updated technology and needed STEM software programs</p>	<p>MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab</p>	<p>Spring 2020</p>	<p>Additional funds for equipment</p>	<p><i>Institutional Learning Outcomes:</i> ILO 4B, 6 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.4</p>

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
Criterion One: Hire a full-time STEM Academic Specialist (faculty)	Increased access to STEM counseling services for students by 10-15 hours per week	MESA Counselor/Coordinator Dept. Chair, L&PS/Math Dean, Academic Affairs	2020/2021	Full-time faculty position prioritized and funded	<i>Institutional Learning Outcomes:</i> ILO 3, 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7; E2 <i>2015-2018 Student Equity Plan:</i> E.4, E.5, E.7, E. 9, E.11
Criterion One: Increase available tutoring hours by 20% in fall, spring, and summer terms	Increased number of available tutoring hours per week year round by 20%	MESA Counselor/Coordinator Coordinator STEM Learning Lab Dean, Academic Affairs Dean, Counseling (SE)	2019/2020	Additional funds for tutors	<i>Institutional Learning Outcomes:</i> ILO 5, 6, 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7; E2 <i>2015-2018 Student Equity Plan:</i> E.4
Criterion One: Purchase 5 anatomy models and other needed instructional materials/supplies	Increased access for students to updated anatomy models and other science instructional materials/supplies	MESA Counselor/Coordinator Coordinator STEM Learning Lab Dean, Academic Affairs	Spring 2020	Additional funds for instructional materials	<i>Institutional Learning Outcomes:</i> ILO 5, 6, 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.4
Criterion Two: Update and expand information on MESA/STEM in the college catalog	College catalog information on STEM and MESA updated and expanded	MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab	Fall 2019	2019/2020 MESA grant budget allocations	<i>Institutional Learning Outcomes:</i> ILO 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.4, E. 7

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
Criterion Two: Develop and post a "Bill of Rights" designed to communicate MESA/STEM student conduct standards and incorporated into MESA Welcome Workshop	Increased awareness among MESA/STEM students of conduct standards	MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab MESA Counselor	Spring 2020	2019/2020 MESA grant budget allocations	<i>Institutional Learning Outcomes:</i> ILO 1, 3, 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7, 8 <i>2015-2018 Student Equity Plan:</i> E.4, E. 7, E.11
Criterion Two: Establish orientation and contract processes for ASEM students similar to existing processes for MESA students	Orientation and contract processes in place for ASEM students	MESA Counselor/Coordinator MESA Student Support Specialist	Fall 2020	2019/2020 MESA grant budget allocations	<i>Institutional Learning Outcomes:</i> ILO 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.4, E. 7, E.11
Criterion Three: Evaluate SLO 4 historical data and determine changes that need to be implemented	SLO 4 data results are more consistent, reliable, and stronger	MESA Counselor/Coordinator	Spring 2020	2019/2020 MESA grant budget allocations	<i>Institutional Learning Outcomes:</i> ILO 1, 3, 7 <i>2014/2020 AHC Strategic Plan:</i> SLS 1, 3, 4, 5, 6, 7 <i>2015-2018 Student Equity Plan:</i> E.3, E.4, E. 7, E.11
Criterion Four: Establish resources to expand opportunities for MESA/STEM faculty and staff to engage in professional development activities	Increased funds available for PD for MESA/STEM faculty and staff	Dean, Academic Affairs	2020/2021	Additional funds for PD	<i>Institutional Learning Outcomes:</i> ILO 3 <i>2014/2020 AHC Strategic Plan:</i> E2 <i>2015-2018 Student Equity Plan:</i> E.4

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
<p>Criterion Five: Implement the established college facilities plan to move MESA/STEM from W21/22 to M433/434</p>	<p>MESA/STEM is in the remodeled and updated space in M433/434 as designed including:</p> <p>Instructor office hours onsite, increased number of white boards; expanded hours of operations; information racks; resource library; decompression lounge; work room; study center; learning lab; interactive classroom; increased number of lockers; kitchen facilities (microwave/fridge) and food pantry; updated furniture and office equipment; smart podium and interactive technology</p>	<p>MESA Counselor/Coordinator Dean, Academic Affairs VP, Finance & Administration Executive Director, College Advancement</p>	<p>Fall 2020</p>	<p>Facilities funds in the amount needed to implement the move (Estimates \$200K - \$500K)</p>	<p><i>Institutional Learning Outcomes:</i> ILO 2, 3, 4A, 4B, 5, 6, 7</p> <p><i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7, 8; E2</p> <p><i>2015-2018 Student Equity Plan:</i> E. 3, E.4, E.5, E.7, E. 9, E.11</p>
<p>Criterion Six: Establish consistent funding standards for MESA from Student Equity per the approved MESA grant budget</p>	<p>Student Equity funding for MESA will match the approved MESA grant budget</p>	<p>Dean, Academic Affairs Dean, Counseling (SE) MESA Counselor/Coordinator</p>	<p>2020/2021</p>	<p>Additional Student Equity funds for MESA</p>	<p><i>Institutional Learning Outcomes:</i> ILO 2, 3, 4A, 4B, 5, 6, 7</p> <p><i>2014/2020 AHC Strategic Plan:</i> SLS 2, 3, 4, 5, 6, 7, 8; E2</p> <p><i>2015-2018 Student Equity Plan:</i> E. 3, E.4, E.5, E.7, E. 9, E.11</p>

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
Criterion Six: Establish a "Women in Engineering" program (E3 – Enticing, Engaging, and Empowering Women in Engineering at AHC)	E3 program established as designed	Dean, Academic Affairs Dean, Counseling (SE) MESA Counselor/Coordinator MESA Student Support Specialist Coordinator STEM Learning Lab MESA Counselor	2020/2021	Additional Student Equity funds for MESA (approximately \$35K per year)	<i>Institutional Learning Outcomes:</i> ILO 2, 3, 4A, 4B, 5, 6, 7 <i>2014/2020 AHC Strategic Plan: SLS</i> 2, 3, 4, 5, 6, 7, 8; E2 <i>2015-2018 Student Equity Plan:</i> E. 3, E.4, E.5, E.7, E. 9, E.11

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dean, Academic Affairs

Date: 3/25/19

From: Christine Reed

We recommend the following persons for consideration for the validation team:

DEPARTMENT Mathematics PROGRAM MESA/STEM

Board Policy requires that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

Petra Gomez CAN, Director
(Name) (Related Discipline/Program)

Holly Nolan-Chavez Deputy Sector Navigator, IT
(Name) (Unrelated Discipline/Program)

Nancy Jo Ward Fine Arts, Faculty
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

<u>N/A</u> (Name)	_____	_____	(Title)
Affiliation:	_____	Telephone Contact Number:	_____
Address	_____		
(Mailing)	City/State/Zip	email address	

<u>N/A</u> (Name)	_____	_____	(Title)
Affiliation:	_____	Telephone Contact Number:	_____
Address	_____		
(Mailing)	City/State/Zip	email address	

<u>N/A</u> (Name)	_____	_____	(Title)
Affiliation:	_____	Telephone Contact Number:	_____
Address	_____		
(Mailing)	City/State/Zip	email address	

APPROVED: *Michelle*
Dean, Student Services

Date 3/26/19



www.hancockcollege.edu

Executive Summary

Validation Team Report, MESA/STEM Program

The Validation Team for the comprehensive Program Review for the Allan Hancock College's Mathematics, Engineering, Science Achievement (MESA/STEM) met on Thursday, April 18. The team includes:

Petra Gomez, Director, College Achievement Now (CAN)
Richard Mahon, Dean, Academic Affairs
Holly Nolan-Chavez, Deputy Sector Navigator
Christine Reed, MESA Director & Review primary author
Nancy Jo Ward, Professor, Fine Arts/Graphics Technology

MAJOR FINDINGS

The College's MESA program began in academic year 1999-2000 and has seen substantial growth in the intervening two decades. The Validation Team believes that MESA/STEM has been effective in large part to its integration of instructional and support programs; it is often cited as exemplary of the direction in which the college needs to evolve to advance its work in Guided Pathways. The fact that The program director is a member of the department of Mathematical Sciences even while serving as a counselor to students in the program is a distinctive aspect of the program's success. The physical space of the program is no longer adequate, although the MESA program's partnership with the College's STEM center has allowed the partial mitigation of the consequences of that growth. The college has committed Student Equity Funding to partially support a part-time faculty who serves MESA and STEM students (as well as students in the Bridges to the Baccalaureate program) from the STEM Center. This is the first comprehensive *Program Review* to be completed by the program and is unusually thorough.

The College's CAN, EOPS&S, and MESA/STEM programs serve some overlapping students, and this has allowed for better service to students since they benefit from the combined resources and support offerings of both programs. Team members agreed that continued collaboration is in the interest of each program and the students they serve.

Team members noted the significant growth in the program even as it has outgrown its current location in W21 & W22. The program's development of a "friends of STEM" (called "ASTEM" on other campuses) program to serve those students who do not meet the criteria for admission as MESA students.

An important component of the Review as the *Small Group Instructional Diagnostic* (SGID) evaluation, in which students themselves declared what services would best support their continued and increased success.

Strengths of the program:

Team members appreciated the rich and complex web of partnerships that has been developed by the MESA program. This includes partnerships on campus, with local industry, with transfer partners, and with statewide organizations focused on enhancing service and outcomes for under-represented minority students. The Director's relationship with the department chairs of *Life & Physical Science* and *Mathematical Science* allows quick communication on a variety of topics, from the need to build course offering schedules that allow students to progress efficiently to the ability to collaborate with faculty on delicate questions concerning student integrity. The Director

has an especially collaborative partnership with Engineering faculty member Dom Dal Bello, and through that partnership Director Reed is closely involved with a range of additional scholarship programs on campus and regularly attends statewide meetings of Engineering faculty to better understand Engineering programs and how to serve students who aspire to that academic pathway.

Because the program director is a long-serving counselor in the college who directed the University Transfer Center for many years, the MESA/STEM program benefits from having staff that understand the entire student arc from applications to transfer and beyond. As evidence, a MESA student (Celina) dropped by to tell the MESA Director that she had been selected for a competitive and lucrative summer internship program, in part because of the work the program does to prepare students to apply effectively, and equally because of the relationship internship providers have established with the program and the trust they have developed in the preparation the program has provided for its students.

Team members noted the strong student achievement outcome data in the *Report* is very strong and supports the qualitative recommendations of the report. Team members especially appreciated the input from Professor of Mathematics Jeff Appel and Math Center Coordinator MA Majoué.

Concerns regarding the program:

Team members discussed the importance of enhancing ties to the College' Financial Aid office, since so many MESA/STEM students depend on aid to be able to enroll at or close to full-time status.

Team Members were concerned that students who have an SEP on file appear as having had their counseling needs met, which the trajectory of most MESA/STEM students is such that they require ongoing counseling support, even if less frequent over time.

RECOMMENDATIONS

Team members had no hesitation in recommending that the college continue to support the MESA/STEM program and, where possible, expand support. Continued collaboration with other targeted support programs on campus like CAN and EOP&S is recommended.

Team members recommended that the Director track and relate resource needs to student achievement in order to be able to compete more effectively when recommendations come to collegewide funding bodies like the emerging Resource Allocation Committee. Members also agreed more generally on the need for MESA/STEM to continue to work with the Office of Institutional Effectiveness to gather, evaluate, and apply the results of data gathering to better serve students in the program.

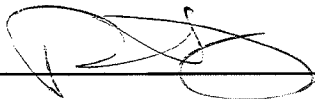
Team members noted that the program has become something of a "victim of its own success." The program has grown so rapidly that it struggles to continue to meet demand both for service and use of the current MESA/STEM center. Efforts to relocate the MESA/STEM center to its new home in M433 & M434 should accelerate.

Summary prepared by Richard Mahon,
Dean, Academic Affairs

VALIDATION TEAM SIGNATURE PAGE



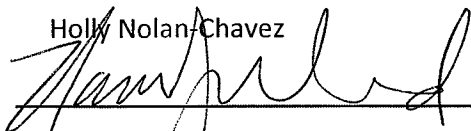
Christine Reed



Petra Gomez



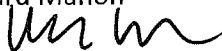
Holly Nolan Chavez



Nancy Jo Ward




Richard Mahon




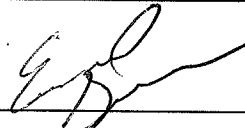
PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By (Print and Sign)


Date: 5-9-19
Angelica Culleoqui
Date: 5-9-19


Date: 5/13/19
Dome M. Mathieu
Date: 5-8-19


Date: 5-8-19

Reviewed:

Program Director/Department Chair*


Date: 5/8/19


*Signature indicates approval by department of Plan of Action

Reviewed:

Dean of Academic Affairs


Date: 5/13/19

Vice President of Academic Affairs


Date: 6/17/19

APPENDIX A

2016/2017 AHC MESA Grant Application including workplans

2016/2017 AHC MESA Grant Augmentation

2016/2017 AHC MESA Grant Progress Report

2016/2017 AHC MESA Grant Final Report

**THIS FORM MAY NOT BE REPLICATED
AND UNDER NO CIRCUMSTANCES CAN THE LANGUAGE BE ALTERED**

BOG, California Community Colleges Chancellor's Office - 6870	DISTRICT USE ONLY
	District (Grantee): <u>Allan Hancock Joint CCD</u> College: <u>Allan Hancock College</u>

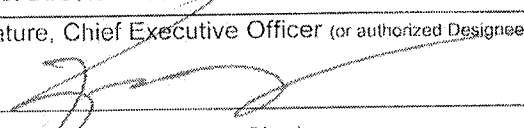
Grant Agreement	BOG-CCCCO USE ONLY
Academic Affairs MESA RFA # <u>12 - 109</u>	Grant Agreement No.: <u>16 - 109 - 001</u> Funding Fiscal Year <u>2015-16</u> Total Amount Encumbered : \$ <u>50,500</u>

This grant is made and entered into, by and between, the BOG, California Community Colleges Chancellor's Office and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions (Articles I, Rev. 10/10 and II, Rev. 4/08), as set forth in the RFA Instructions are incorporated into this grant by reference.

The total amount payable for this grant shall not exceed the amount specified above as "Amount Encumbered".

The term of this grant shall be from July 1, 2016 to June 30, 2017. The Final Report must be submitted within 30 days of the grant end date.

Funding under this grant is contingent upon the availability of funds, and is subject to any additional restrictions, limitations or conditions enacted in the state budget and/or Executive Orders that may affect the provisions, term, or funding of this agreement in any manner.

GRANTEE	
Project Director: <u>Christine Reed</u>	Total Grant Funds Requested: \$ <u>50,500</u>
Signature, Chief Executive Officer (or authorized Designee):  Date: <u>6/14/16</u>	
Print Name/Title of Person Signing: <u>Kevin G. Walther's, Ph. D. Superintendent/President</u>	District Address: <u>800 S. College Drive</u> <u>Santa Maria, CA 93454</u>

STATE OF CALIFORNIA						
Project Monitor: <u>Debbie Velasquez</u>	Agency Address: <u>1102 Q Street, Suite 4554</u> <u>Sacramento, CA 95811-6539</u>					
Item:	Object of Expenditure	Chapter	Statute	Fiscal Year	Amount	
<u>6870 - 101 - 0001 ()</u>	<u>4238 - 751 - 23042</u>		<u>2016</u>	<u>2016-17</u>	\$	<u>50,500</u>
Total Amount Encumbered : \$						<u>50,500</u>

Signature, Accounting Manager (or Authorized Designee) Budgeted funds are available for the period and purpose of the expenditures stated above. Date:	
Signature, Deputy Chancellor (or authorized Designee) Date:	
Print Name/Title of Person Signing: <u>Erik Skinner, Deputy Chancellor</u>	

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JOINT CCD
COLLEGE: ALLAN HANCOCK COLLEGE
RFA SPECIFICATION NUMBER: 16-109-001

	TO BE COMPLETED BY COCCC
CONTACT PAGE	Grant Agreement No.: <u>16-109-</u> Proposal ID No.: _____ Funding Status: _____ Fiscal Year: <u>2016-2017</u>

Funding Source(s): Funds for Student Success
Project Title: MESA CCCP
Institution: Allan Hancock College
Address: 800 S. College Drive
City: Santa Maria State: CA Zip+4: 93454 - 6399

College President (or authorized Designee)	
Name: <u>Kevin G. Walthers, Ph.D.</u>	Title: <u>Superintendent/President</u>
Phone: <u>(805) 922-6866 x3537</u>	Fax: <u>(805) 347-9896</u> E-Mail Address: <u>kevin.walthers@hancockcollege.edu</u>
Responsible Administrator (Appropriate Program Area)	
Name: <u>Richard Mahon, Ph.D.</u>	Title: <u>Dean, Academic Affairs</u>
Phone: <u>(805) 922-6966</u>	Fax: <u>()</u> E-Mail Address: <u>richard.mahon@hancockcollege.edu</u>
Project Director	
Name: <u>Christine Reed</u>	Title: <u>Counselor/Coordinator, MESA</u>
Phone: <u>(805) 922-6966 x3348</u>	Fax: <u>(805) 922-9137</u> E-Mail Address: <u>creed@hancockcollege.edu</u>
Business Officer (or authorized Designee)	
Name: <u>Jessica Blazer</u>	Title: <u>Director, Business Services</u>
Phone: <u>(805) 922-6966 x3268</u>	Fax: <u>()</u> E-Mail Address: <u>jessica.blazer@hancockcollege.edu</u>
Application/Grant Writer (or authorized Designee)	
Name: <u>Christine Reed</u>	Title: <u>Counselor/Coordinator, MESA</u>
Phone: <u>(805) 922-6966 x3348</u>	Fax: <u>(805) 922-9137</u> E-Mail Address: <u>creed@hancockcollege.edu</u>

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JOINT CCD
COLLEGE: ALLAN HANCOCK COLLEGE
RFA SPECIFICATION NUMBER: 16-109-001

TO BE COMPLETED BY COCCC

Grant Amount: \$50,500.00

APPLICATION ABSTRACT

Project Title: Allan Hancock College (AHC) MESA Program

Project Director: Christine Reed

Organization: Allan Hancock College

Address: 800 S. College Drive

City: Santa Maria

State: CA

Zip + 4: 93454-6399

Phone: (805) 922-6966 ext. 3348

Allan Hancock College (AHC), a federally designated Hispanic Serving Institution, seeks to renew its MESA grant to continue supporting the academic success and transfer of financially and educationally disadvantaged students in math-based fields of study. With additional support from the Allan Hancock Joint Community College District, third party contributors, and, more recently, Student Equity funds, MESA has been in operation at AHC since 1999 and has continuously met the RFA's objectives and implemented the required MESA components. AHC abides by the motto *student success is our highest priority*. Toward that end, AHC regards its MESA program as a showcase program and frequently notes MESA's success in presentations about the college's academic support services. It has been the foundation upon which additional STEM programs have been established: NIH-funded Bridges to the Baccalaureate, NSF-funded Scholarships in STEM, and DoEd-funded HSI STEM and Articulation Program. All three programs will eventually be housed in a dedicated MESA/STEM Center of sufficient size and capacity that each meets its unique program requirements while providing coordinated services to students. Fifty-nine percent of AHC's students identify as Hispanic, Native American, African American, or Pacific Islander, most of whom are the first-generation college students, and in many cases the first in their families to graduate from high school. The impact in their lives of participating in these programs is qualitatively monumental; overall impact includes: underrepresented STEM majors preparing for careers in teaching, first generation college attenders working on research projects in engineering and biomedical laboratories, women and minorities assuming leadership roles in undergraduate professional development activities, and students provided with intrusive counseling and academic support transferring at higher rates than the general student population. In 2016, AHC was recognized by the Aspen Institute as one of the nation's top 150 community colleges and one of the top 25 in California. The college was also selected by Aspen in 2011 and 2014 as one of the best in the country. This acknowledgement supports AHC's vision to be *the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect*. In keeping with this vision, the MESA program at AHC has a proven track record of excellence in supporting students in math-based majors who are preparing to transfer. MESA's multi-pronged approach addresses foundational factors shown to affect student success and retention: financial need, academic skills and study habits, social involvement with peers and meetings with faculty, and motivation/commitment to career and academic goals. On this foundation, other factors – quantitative skills, confidence in those skills, family support, and commitment to the college – can be strengthened. Over the last eight years, the AHC MESA program has served 125 students each year – which represents the maximum capacity as set by the grant regulations. Of these 125 students, an average of 30 students per year transfer to four-year universities. With the recent increased financial support from the District and Student Equity funding and the college's commitment to move MESA into a larger space, the AHC MESA Program will be able to increase the number of students it serves by 100 students after the move.

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 1: Increase the number of economically and educationally dis-advantaged students pursuing degrees in mathematics, engineering, science, and technology who are eligible for transfer to a four-year college or university.

- Student Outreach and Identification
- Academic Counseling
- Student Support Services
- MESA Orientation Program

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
<p>1.1 Implement a multi-faceted MESA recruitment process to include faculty, counselors and student referrals; varied outreach activities; and electronic contact in order to recruit and serve at minimum 125 MESA students who declared calculus-based engineering, math or science as their major.</p> <p>1.2 The MESA counselor /director will be available for a total of fifty hours monthly in the MESA Center for creating/updating student education plans (SEPs) and to offer transfer related workshops.</p> <p>1.3 Academic Progress Report forms will be sent to MESA students' faculty for completion, and referral for counseling.</p> <p>1.4 Offer ENGR 100, STEM 100, and/or EDUC 140 (MESA Orientation) courses each semester and ensure enrollment of new MESA students.</p> <p>1.5 Collaborate with AHC Financial Aid Office to assist students with applying for scholarships and understanding the financial aid application process.</p>	<p>1.1.1 Participate in three outreach activities on campus and/or at local low performing high schools in coordination with AHC Counseling/Outreach to recruit targeted population to AHC MESA Program.</p>	<p>MESA Counselor /Director, Faculty Sponsor & Counseling Dept.</p>	<p>7/1/2016 to 6/30/2017, as scheduled</p>
	<p>1.1.2 MESA staff will conduct a presentation to high school counselors to increase awareness of AHC MESA Program to at least 40 high school counselors at the annual high school counselor workshop.</p>	<p>MESA Counselor /Director, Faculty Sponsor & Counseling Dept.</p>	<p>4/2017</p>
	<p>1.2.1 One hundred percent of MESA students will have a current 3-year SEP on file.</p>	<p>MESA Counselor /Director, University Transfer Center, Counseling Dept. & MESA staff</p>	<p>7/1/2016 to 6/30/2017</p>
	<p>1.2.2 Three workshops will be provided on transfer planning topics each semester.</p>		
	<p>1.3.1 Fifty percent of students requiring early alert intervention receive intrusive counseling and support.</p>	<p>MESA Counselor /Director, AHC Faculty, Counseling Dept.</p>	<p>Fall and Spring terms as scheduled - beginning the 7th week of each term</p>
	<p>1.4.1 One hundred percent of newly admitted MESA students will successfully complete ENGR 100 or STEM100 or EDUC 140 (MESA Orientation) within their first two semesters as MESA students.</p>	<p>MESA Counselor /Director, & Engineering 100, STEM 100, and Education 140 instructors; Dean Academic Affairs</p>	<p>12/2016 & 5/2017</p>
	<p>1.5.1 At least 50 students per year will attend the scholarship and/or financial aid workshops sponsored by MESA and the Financial Aid office.</p>	<p>MESA Counselor /Director, & Financial Aid Director</p>	<p>7/1/2016 to 6/30/2017</p>

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 2: Fully implement transfer agreements, mechanisms, and practices that enable MESA students to transfer to four-year colleges and universities.

- *Academic Counseling*
- *Administrative Component*
- *MESA Campus Council*
- *Professional Development*

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
2.1 Collaborate with the University Transfer Center to strengthen the partnership with the MESA Center to support four-year university relationships and improve transfer ease of MESA students.	2.1.1 The MESA Counselor/Director will meet with the UTC staff at least 2 times per semester in order to engage MESA students in UTC programs and activities and stay connected with four-year university representatives.	MESA Counselor /Director & Staff, UTC Counselor	September 2016 through May 2017
	2.1.2 The MESA Counselor/Director will meet with the Articulation Officer at least 1 time per semester to discuss current articulation agreements and identify needs.	MESA Counselor /Director & Staff, Articulation Officer	September 2016 through May 2017
2.2 Participate in statewide articulation council (Engineering Liaison Council) and communicate with universities to improve articulation patterns for math and science majors.	2.2.1 MESA Counselor/Director or faculty designee will attend ELC at least once per year and provide a report on conference outcomes to the MESA staff, University Transfer Center and Counseling Departments.	MESA Counselor /Director & Staff, Faculty Sponsor, AHC Counseling, Articulation Officer	Fall 2016 or Spring 2017 as scheduled
2.3 The MESA Counselor/Director will serve as the MESA designated counselor.	2.3.1 One hundred percent of MESA students will maintain a current SEP. Students will receive focused academic progress counseling and be informed about any transfer pattern changes.	MESA Counselor /Director & Staff, UTC Counselor and Counseling Dept.	7/1/2016 to 6/30/2017
2.4 The MESA Counselor/Director will attend UC and CSU counselor conferences or other related trainings.	2.4.1 The MESA Counselor/Director will attend at least one counselor training conference per year.	MESA Counselor /Director & Staff; Dean Academic Affairs, Dean Student Services	7/1/2016 to 6/30/2017

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 3: Implement strategies to increase the rate at which MESA students are deemed transfer ready in STEM majors.

- Academic Excellence Workshops
- Student Clustering
- Student Support Services
- Student Organizations

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
3.1 Faculty advisors will monitor effectiveness of AEWs and study groups in assisting students to succeed in core courses.	3.1.1 One hundred percent of AEW faculty advisors will meet bi-weekly with facilitators to assess progress in workshops.	MESA Counselor/Director, MESA Staff, AEW Facilitators & Faculty Advisors	9/2016 to 5/2017
	3.1.2 At least 50% of the clustered students will participate in planning of AEWs and study groups.		8/2016 & 1/2017
3.2 Collaborate with the University Transfer Center and the Financial Aid office to ensure students receive assistance in making decisions about university housing, enrollment procedures, orientation programs, internships, and financial aid, scholarships, and grants.	3.2.1 One hundred percent of MESA students who complete transfer requirements will complete the <i>We're Outta Here/Next Steps</i> transfer transition workshop.	MESA Counselor/Director, UTC Counselor, and Financial Aid Director	2/2017 – 5/2017
	3.2.2 At least 50% of MESA students will apply for financial aid and scholarships to reduce time taken away from studies by the need to work.		1/1/2017 – 3/2/2017
3.3 Increase the number of STEM majors who are transfer ready (or who graduate with a degree from AHC), particularly those students from underrepresented populations.	3.3.1 At least 20% of MESA students will transfer to a four year university each year. A majority of those students will be from underrepresented populations.	MESA Counselor/Director, University Transfer Center, Dean Student Services	6/30/2017
3.4 Provide support for students to attend professional conferences and seminars that address issues facing underrepresented students in math-based majors.	3.4.1 At least 5 students will attend professional conferences or leadership development workshops. Students will network with peers and professionals and will be inspired to persist and transfer.	MESA Counselor/Director, Dean Academic Affairs, Dean Student Services	6/30/2017
3.5 Provide priority registration for all MESA students.	3.5.1 One hundred percent of MESA students receive priority registration status (if conditions in 8.5.1 are met).	MESA Counselor/Director, MESA Staff, Director Admissions & Records, Dean Student Services, & Dean Academic Affairs	6/30/2017
3.6 Provide ongoing workshops for MESA students focused on student success strategies and career development topics.	3.6.1 Four workshops will be offered every semester and at least 15 MESA students will be in attendance at each seminar.	MESA Counselor /Director, MESA Staff, Faculty Advisors	9/2016 – 12/2016 & 2/2017 – 5/2017

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective4: Improve the academic performance of MESA students.

- Student Center
- Academic Excellence Workshops
- Student Support Services

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
4.1 Provide optimal technology and software for support of coursework.	4.1.1 Up-to-date computers with math-based instructional software will be available in the MESA Center.	MESA Counselor /Director, Dean Academic Affairs, Math/Science Faculty, Dean Student Services	12/2016
4.2 Provide reference library and math/science textbook lending program so that students will have access to textbooks prior to the start of classes.	4.2.1 Usage of textbook lending program and reference library will save students at least \$2,000 annually, and reduce detrimental effects of students not having textbooks on the first day of classes.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean Student Services	8/2016 to 2/2017
4.3 Offer group and individual tutoring in calculus, physics, biology, engineering, computer science, and chemistry in the MESA Center.	4.3.1 Tutoring will have been offered for at least 20 hours per week in calculus, physics, biology, engineering, computer science, and chemistry courses.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017
4.4 Provide an AEW training session to student facilitators.	4.4.1 Two AEW training sessions will be provided per year and 100% of student facilitators will complete training each year.	MESA Counselor /Director, Faculty Sponsor	9/2016 and 2/2017
4.5 Offer AE Workshops for core math, engineering, and science courses.	4.5.1 Six AEWs in core math, engineering and science courses will be offered each semester.	MESA Counselor /Director, Faculty Sponsor, Dean Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017
4.6 Offer organize study groups for higher level core courses in which AEWs are not available.	4.6.1 Two organized study groups for higher level core courses will be offered each semester.	MESA Counselor /Director & Staff, Dean Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017
4.7 Advise students of tutorial services, writing center assistance, library research assistance, and other academic support available on campus.	4.7.1 100% of MESA students will be communicated to about support services through various methods, including emails, program meetings and MESA Center displays.	MESA Counselor /Director & Staff	Throughout the year

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 5: Increase the leadership skills and raise the educational expectations of MESA students.

- Student Center
- Student Support Services
- MESA Campus Council
- Student Organizations

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
5.1 Through Center activities, disseminate information about internships, clubs, and conferences.	5.1.1 One hundred percent of MESA students will be advised of support services through various means of communication, including emails, program meetings, website, newsletter, and MESA Center displays.	MESA Counselor /Director & Staff	8/1/2016 to 6/30/2017
5.2 Provide opportunities for students to attend leadership development workshops, conferences/seminars, and professional associations at local and regional levels.	5.2.1 At least 4 opportunities to attend leadership development activities will be provided; at least 20% of MESA students will participate.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean Student Services	8/1/2016 to 6/30/2017
5.3 Maintain the Science and Engineering Club to include MESA students and general students in math-based fields of study.	5.3.1 Club members will plan at least 2 events; meetings will be held monthly.	MESA Counselor /Director & Staff, Club Advisor, Faculty Sponsor	9/1/2016 to 5/15/2017
5.4 MESA students will participate in college outreach efforts and serve as student speakers/presenters at college events.	5.4.1 Two students will participate and present at college outreach events.	MESA Counselor /Director & Staff; Dean Student Services	9/1/2016 to 5/15/2017
5.5 MESA students will engage in shared governance by serving as student representatives on campus committees in order to develop leadership skills such as communication and advocacy for student needs.	5.5.1 At least five MESA students will serve on campus committees as scheduled to develop leadership skills.	MESA Counselor /Director & Staff	9/1/2016 to 5/15/2017

CHANCELLOR'S OFFICE	DISTRICT: Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE: Allan Hancock College
	GRANT NUMBER: 16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 6: Strengthen the relationships among educators, prospective employers in business and industry, and MESA students; establish new internships and other career opportunities.

- *Administrative Component*
- *Professional Development*
- *Local Business and Industry Council*

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
6.1 Bring industry contacts to AHC campus to conduct presentations to MESA students about careers in STEM fields and motivate students to persist. Venues may include MESA Center, Engineering 100, STEM 100, and/or Education 140 course, Women in Engineering and Science Events and MESA Reception. Ensure that industry contacts include role models for underrepresented students.	6.1.1 At least 3 Industry Council members or industry contacts will visit the AHC campus to conduct presentations or hold mentoring sessions with MESA students. Industry contacts will reflect MESA student population.	MESA Counselor /Director & Staff, Engineering 100, STEM 100 and Education 140 Instructor, Faculty Sponsor, Dean Academic Affairs, Dean Student Services	7/1/2016 to 6/30/2017 as scheduled.
6.2 Provide field trip(s) to industry sites to expose students to industry environments and internship and career opportunities.	6.2.1 Two industry field trips will be conducted with at least 20 students attending.	MESA Counselor /Director & Staff, Faculty Sponsor, Dean Student Services	11/2016 and 5/2017
6.3 Faculty will participate in field trips to industry sites and other industry-sponsored events to improve teaching skills and maintain relevancy.	6.3.1 At least 2 Math & Science faculty will participate in field trips to industry sites.	MESA Counselor /Director & Staff, Dean Academic Affairs & Faculty Sponsor	11/2016 and 5/2017
6.4 Maintain an internship information center within the MESA Center with current industry and undergraduate research program information.	6.4.1 At least 15% of MESA students who have completed Math 182 and Physics 162 will apply for undergraduate research internships.	MESA Counselor /Director & Staff, Faculty Sponsor, Director Cooperative Work Experience/STEM Internship Specialist	6/30/2017
6.5 Hold an Internship Preparation Workshop to assist students in: <ul style="list-style-type: none"> • Understanding the importance of internships • Resume development • Searching and applying for internships 	6.5.1 At least 20 MESA students will complete the Internship Preparation Workshop.	MESA Counselor /Director & Staff, Faculty Sponsor, Counseling Dept., Director Cooperative Work Experience/STEM Internship Specialist	2/2017
6.6 Communicate with industry contacts to identify internship opportunities for students.	6.6.1 Make at least one contact annually with current industry contacts/council members.	MESA Counselor /Director & Staff, Faculty Sponsor, Director Cooperative Work Experience/STEM Internship Specialist	7/1/2016 - 6/30/2017

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 7: Establish and maintain partnerships with MESA Engineering Program (MEP), MESA Schools Programs (MSP), and California Alliance for Minority Participation, in order to provide students with optimum internship and scholarship opportunities.

- *Administrative Component*
- *Professional Development*
- *Student Outreach and Identification*
- *Pro-Active Liaisons with MSP/MEP and similar programs*

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
7.1 MESA Counselor /Director & staff will network with Statewide MEP and MSP programs to facilitate collaborative projects and events.	7.1.1 MESA Counselor /Director will attend at least two statewide meetings each year that include networking with MSP and MEP directors.	MESA Counselor /Director & Staff, Dean Academic Affairs	Fall 2016 and Spring 2017 as scheduled
7.2 Conduct two field trips per year to partner universities with visits to respective MEP programs.	7.2.1 At least 20 MESA students will participate in university field trips.	MESA Counselor /Director & Staff, MEP Directors, Dean Student Services	Fall 2016 and Spring 2017 as scheduled
7.3 AHC MESA students will participate as volunteers for UCSB/MSP and/or Cal Poly/MSP annual STEM events and competitions.	7.3.1 At least 5 MESA students will participate in the STEM related events and competitions at UCSB and/or Cal Poly, SLO.	MESA Counselor /Director & Staff, Faculty Sponsor, UCSB MSP, Cal Poly MSP	Spring 2017 as scheduled by UCSB and Cal Poly
7.4 AHC MESA will maintain communication with MEP and MSP programs to facilitate a smooth transition for incoming MSP students and transferring students to MEP programs.	7.4.1 MESA Counselor/Director will obtain lists of potential AHC MESA students from local MSP programs and contact 100% of the identified students to encourage them to apply for MESA upon enrollment at AHC.	MESA Counselor /Director & Staff, MSP Directors	6/2017
	7.4.2 MESA Counselor/Director will provide list of 100% of transferring AHC MESA students to MEP Directors at transfer universities, and 100% of AHC MESA transfer students will be given contact information for the MEP programs.	MESA Counselor /Director & Staff, MEP Directors	6/2017

CHANCELLOR'S OFFICE	DISTRICT:	Allan Hancock Joint CCD
CALIFORNIA COMMUNITY COLLEGE	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM

Objective 8: Consider recommendations 2.2, 2.4., and 2.5 from the Student Success Task Force recommendations in support of the academic success of MESA students.

a. (2.2) Require all incoming community college students to:

- Participate in diagnostic assessment and orientation;
- Develop an education plan.

b. (2.4) Require students whose diagnostic assessment shows a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
8.1 MESA applicants will be required to have completed the college's START (assessment) and orientation process as well as submit an initial SEP with the application.	8.1.1 One hundred percent of approved MESA students will have completed the college's START, orientation, and SEP development process before officially admitted to the program.	MESA Counselor /Director, Dean Student Services, Counseling Department	6/30/2017
8.2 Newly admitted MESA students will be required to complete a welcome workshop as a condition to admissions to the program.	8.2.1 One hundred percent of new MESA applicants will complete a welcome workshop before officially admitted to the program.	MESA Counselor /Director & Staff	4/2017
8.3 MESA students whose math assessment is at elementary algebra (MATH 311) level will be required to utilize tutorial services in the Math Center regularly and enroll in PD 101 (Success in College).	8.3.1 Seventy-five percent of MESA students with math assessments at MATH 311 level will utilize tutorial services in the Math Center at least 2 times per week and enroll in PD 101 within 2 semesters of MESA participation.	MESA Counselor /Director & Staff, Dean Academic Affairs, Counseling Department	5/31/2017
8.4 MESA students whose English assessment is at developmental level (ENGL 511, 512, 513, or 514) will be required to enroll in the appropriate level English courses each semester, as well as utilize the Writing Center regularly, and enroll in PD 101 (Success in College).	8.4.1 Seventy-five percent of MESA students with English assessments at ENGL 511, 512, 513, or 514 level will enroll in the appropriate sequence each semester, utilize the Writing Center at least 2 times per week, and enroll in PD 101 within 2 semesters of MESA participation.	MESA Counselor /Director & Staff, Dean Academic Affairs, Counseling Department	5/31/2017
8.5 MESA students will be required to declare a STEM program of study as defined by the MESA Statewide Office, submit a current SEP pertaining to their declared program of study, and demonstrate their commitment to completing their SEP through course enrollment patterns in order to maintain MESA priority registration status.	8.5.1 One hundred percent of MESA students receiving priority registration status will have a current SEP on file pertaining to a STEM major as defined by the MESA Statewide Office and enroll in courses specified on the SEP.	MESA Counselor /Director & Staff, Director Admissions and Records	6/30/2017

INSTRUCTIONS FOR COMPLETING THE ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

The *Annual Workplan and Performance Indicators Revision Form* is designed to display four critical areas of a project workplan. The four components of this form are:

- OBJECTIVES
- ACTIVITIES
- RESPONSIBLE PERSON(S)
- TIMELINES

OBJECTIVES:

Write each objective in this column. The program objectives identify the major milestones of the project and what has to be done in order to make the project a success. State objectives in performance terms in a clear and concise manner.

ACTIVITIES:

List each major activity associated with an objective. Ideally this column should contain between four to seven (4-7) activities. Write activities in a decimal format. The whole number should refer to the number of the objective; the number behind the decimal point should refer to the number of the activity. Activity 2.3 refers to the third activity in objective number two, write activities in chronological sequence.

RESPONSIBLE PERSON(S):

Identify by position, the personnel responsible for the completion of each activity listed.

TIMELINES:

Identify the start date and the ending date for each activity listed.
Example: 12/15/11 to 03/07/12.

CHANCELLOR'S OFFICE CALIFORNIA COMMUNITY COLLEGE	DISTRICT:	Allan Hancock Joint CCD
	COLLEGE:	Allan Hancock College
	GRANT NUMBER:	16-109-001



CONTACT NAME: Regina S. Smith EMAIL: rsmith@hancockcollege.edu PHONE: (805) 922-6966 x3842 FAX: (805) 928-7905

Application Budget Summary

Note: *When entering dollar amounts, round off to nearest dollar.
*Submit detail explaining the expenditures by category for each source on separate sheet of paper, as needed.

Object of Expenditure	Classifications	Line	Project Approved Budget	District Match Funds (1)	Other Source(2)	Other Source(2)	Other Source(2)	Other Source(2)
1000	Instructional Salaries	1	5,500	96,487				
2000	Non-Instructional Salaries	2	14,000	39,605				
3000	Employee Benefits	3	300	29,434				
4000	Supplies and Materials	4	20,708					
5000	Other Operating Expenses and Services	5	2,050					
6000	Capital Outlay	6						
7000	Other Outgo	7	6,000					
Total Direct Costs		8	48,558					
Total Indirect Costs (4% of line 8) See specific RFA		9	1,942					
Total Program Costs		10	50,500	165,526				

- District General Fund =10%, MESA 100% (see match percentage requirement). Line item match not required.
- Other Sources of funds per project. (provide detail sheet for each funding source.)

PROJECT DIRECTOR SIGNATURE:		DATE:	6/13/16
DISTRICT CHIEF BUSINESS OFFICER/AUTHORIZED SIGNATURE:		DATE:	6/13/16

FOR CHANCELLOR'S OFFICE USE ONLY			
GRANTS AND CONTRACTS UNIT APPROVAL SIGNATURE:		DATE:	
CHANCELLOR'S OFFICE PROJECT MONITOR APPROVAL SIGNATURE:		DATE:	

CHANCELLOR'S OFFICE
 CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock Joint CCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

Application Budget Detail Sheet

Object of Expenditure	Classifications	Amount
1400	Hourly Non Instructional Time <i>Faculty Sponsor Stipends</i>	5,500
2300	Student Workers <i>Non instructional student workers</i>	4,000
2300	Student Workers <i>MESA Tutors</i>	10,000
3000	Employee Benefits <i>Student workers and tutors</i>	300
4300	Instructional Materials <i>Textbook loan library</i>	7,000
4500	Office/Operational Supplies <i>Center supplies, outreach supplies</i>	1,500
4500	Printing <i>Program materials, event fliers</i>	500
4500	Award Banquet Supplies <i>MESA Student Recognition Reception</i>	3,500
4600	Field Trips <i>University and Industry trips</i>	6,708
4700	Food Supplies <i>Meeting/workshop/event food supplies</i>	1,500
5200	Travel/ Conference Expenses <i>MESA Counselor/Coordinator statewide meetings</i>	2,000
5800	Postage	50
7600	Miscellaneous Payments To/From Students <i>Transfer student stipends</i>	6,000
	Total Direct Costs	48,558
	Total Indirect Costs (4% of line 8) See specific RFA	1,942
	Total Program Costs	50,500

GRANT AMENDMENT REQUEST

ACADEMIC AFFAIRS DIVISION


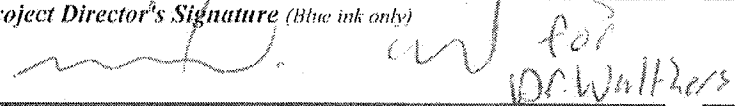
Please complete pages 1-6 and return (1) original and (2) copies of the Grant Amendment Request Form to the Chancellor's Office, Attn.: Jo Glenn, Grants and Contracts Coordinator, Third Floor, 1102 Q Street, Sacramento, CA 95811.

MESA GRANT		GRANT NUMBER: 16-109-001	
AMOUNT AWARDED: \$77,893		EXPENDITURES TO DATE: \$ 7,357	
PROGRAM TITLE:	MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT PROGRAM		
MESA PROJECT DIRECTOR:	CHRISTINE REED	PHONE:	(805) 922-6966 EXT.3348
EMAIL ADDRESS:	CREED@HANCOCKCOLLEGE.EDU	FAX:	(805)922-9137
STATE PROJECT MONITOR:	DEBBIE VELASQUEZ	PHONE:	(916) 321-2768
EMAIL ADDRESS:	dvelasquez@cccoco.edu	FAX:	(916) 445-6268

Please indicate the action requested below. Complete all applicable forms and note that all signatures required must be in blue ink only.

- Extension of the project performance completion date:** *Project Performance Completion Date Revision Form, Annual Workplan and Performance Indicators Revision Form, Application Budget Summary Revision Form and Budget Detail Sheet.*
- Revision of the project budget:** *Application Budget Summary Revision Form and detail sheet, and if applicable, Annual Workplan and Performance Indicators Revision Form.*
- Revision of the project work statement:** *Annual Workplan and Performance Indicators Revision Form, and if applicable, the Application Budget Summary Revision Form and detail sheet.*

Required Signatures:

 <i>Project Director's Signature (blue ink only)</i>	3/10/17 Date
 <i>District Superintendent/President's Signature or Designee (Blue ink only)</i>	3/13/17 Date

FOR CHANCELLOR'S OFFICE USE ONLY	
GRANT AMENDMENT REQUEST:	<input type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED
CHANCELLOR'S OFFICE PROJECT MONITOR SIGNATURE	DATE
COMMENTS:	

PROJECT PERFORMANCE COMPLETION REVISION FORM

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT	ALLAN HANCOCK JCCD
COLLEGE	ALLAN HANCOCK COLLEGE
GRANT NUMBER	16-109-001

EXTENSION OF THE PROJECT COMPLETION DATE

Please include: Project Performance Completion Date Revision Form, Annual Workplan and Performance Indicators Revision Form, Application Budget Summary Revision Form and Budget Detail Sheet. Use additional pages if needed.

1. Original Grant Performance Dates: Start Date: 7/1/2016 Ending Date: 6/30/2017
2. Requested new grant performance period ending date: New Ending Date: 12/31/17
3. Provide the reason(s) this extension of the performance completion date is being requested.

The Allan Hancock College (AHC) MESA program respectfully requests approval to extend the ending date of the 2016/2017 grant period from 6/30/2017 to 12/31/2017.

By extending our grant period beyond June 30, 2017, we will be able to continue our services for the fall 2017 semester, since the budget approvals for the new grant renewal historically experience delays in the fiscal year due to the lack of a signed statewide budget. Additionally, the grant Director was on sabbatical in the fall 2016 and, while there was an assigned substitute, not all grant activities were fully realized in her absence. We are requesting six additional months in order to meet our grant objectives and exhaust our budgets appropriately.

4. Explain the impact this extension request would have on the project budget and work statement if approved.

The extension would allow us to complete program goals over the fall 2017 term, as outlined in our revised work statement. It also would provide access to funding so that services can continue throughout the summer and fall semester, while we wait for the grant renewal from the state and subsequent district approval to set up an original budget.

5. If applicable, provide the reason(s) this budget revision is being requested.

Budget revisions were previously submitted on 3/2/17 due to increased allocations for the 2016/17 agreement.

6. If applicable, provide the reason(s) this workplan (statement) revision is being requested.

Not applicable.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001


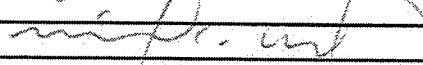
CONTACT NAME: Regina M. Smith EMAIL: rsmith@hancockcollege.edu PHONE: (805)922-6966 FAX: (805)928-7905

Application Budget Summary Revision Form

Note: *When entering dollar amounts, round off to nearest dollar.
*Submit detail explaining the expenditures by category for each source on separate sheet of paper, as needed.

Object of Expenditure	Classifications	Line	Project Approved Budget	Project Revised Budget	District Match Funds (1)	Other Source(2)	Other Source(2)	Other Source(2)	Other Source(2)
1000	Instructional Salaries	1	5,500	11,000	96,487				
2000	Noninstructional Salaries	2	14,000	19,500	39,605				
3000	Employee Benefits	3	300	346	29,434				
4000	Supplies and Materials	4	20,708	31,208					
5000	Other Operating Expenses and Services	5	2,050	4,843					
6000	Capital Outlay	6							
7000	Other Outgo	7	6,000	8,000					
Total Direct Costs		8	48,558	74,897	165,526				
Total Indirect Costs (4% of line 8) See specific RFA		9	1,942	2,996					
Total Program Costs		10	50,500	77,893	165,526				

- 1 District General Fund=10%, MESA 100% (see match percentage requirement). Line item match not required.
2 Other Sources of funds per project (provide detail sheet for each funding source.)

PROJECT DIRECTOR SIGNATURE:  DATE: 3/10/17
DISTRICT CHIEF BUSINESS OFFICER/AUTHORIZED SIGNATURE:  DATE: 3/13/17

FOR CHANCELLOR'S OFFICE USE ONLY

GRANTS AND CONTRACTS UNIT APPROVAL SIGNATURE:		DATE:	
CHANCELLOR'S OFFICE PROJECT MONITOR APPROVAL SIGNATURE:		DATE:	

DISTRICT	Allan Hancock JCCD
COLLEGE	Allan Hancock College
GRANT NUMBER	16-109-001

Application Budget Detail Sheet Revision

Object of Expenditure	Classifications	Amount
1410	Hourly Non Instructional time	11,000
2110	Classified Salaries	3,500
2340	Student Workers	6,000
2430	Student Tutors	10,000
3000	Employee Benefits	346
4310	Instructional Materials	10,000
4520	Office/Operational	2,500
4540	Printing	1,500
4552	Award Banquet Supplies	3,500
4640	Field Trips	10,708
4710	Food Supplies	3,000
5210	Travel/Conference Expense	4,793
5870	Postage	50
7611	Miscellaneous Payments To/From	8,000
	Total Direct Costs	74,897
	Total Indirect Costs (4% of line 8) See specific RFA	2,996
	Total Program Costs	77,893

DISTRICT	Allan Hancock JCCD
COLLEGE	Allan Hancock College
GRANT NUMBER	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

(Use one page per objective)

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
<p>1.1 Implement a multi-faceted MESA recruitment process to include faculty, counselors and student referrals; varied outreach activities; and direct mail contacts in order to recruit and serve at minimum 125 MESA students who declared calculus-based engineering, math or science as their major.</p> <p>1.2 The MESA counselor /director will be available for a total of fifty hours monthly in the MESA Center for creating/updating student education plans (SEPs) and to offer transfer related workshops.</p> <p>1.3 Academic Progress Report forms will be sent to MESA students' faculty for completion, and referral for counseling.</p> <p>1.4 Offer ENGR 100, STEM 100 and/or STEM 140 (MESA Orientation) courses each semester and ensure enrollment of new MESA students.</p> <p>1.5 Collaborate with AHC Financial Aid Office to assist students with applying for scholarships and understanding the financial aid application process.</p>	<p>1.1.1 Participate in three outreach activities on campus and/or at local low performing high schools in coordination with AHC Counseling/Outreach to recruit targeted population to AHC MESA Program.</p>	<p>MESA Counselor /Director, Faculty Sponsor & Counseling Dept.</p>	<p>7/1/2016 to 12/31/2017, as scheduled</p>
	<p>1.1.2 MESA students will conduct a presentation to high school counselors to increase awareness of AHC MESA Program to at least 40 high school counselors at the annual high school counselor workshop.</p>	<p>MESA Counselor /Director, Faculty Sponsor & Counseling Dept.</p>	<p>4/2017</p>
	<p>1.2.1 One hundred percent of MESA students will have a current 3-year SEP on file.</p>	<p>MESA Counselor /Director, University Transfer Center, Counseling Dept. & MESA staff</p>	<p>7/1/2016 to 12/31/2017</p>
	<p>1.2.2 Three workshops will be provided on transfer planning topics each semester.</p>		
	<p>1.3.1 Fifty percent of students requiring early alert intervention receive intrusive counseling and support.</p>	<p>MESA Counselor /Director, AHC Faculty, Counseling Dept.</p>	<p>Fall and Spring terms as scheduled - beginning the 7th week of each term</p>
	<p>1.4.1 One hundred percent of newly admitted MESA students will successfully complete ENGR 100 or STEM 100 or STEM 140 (MESA Orientation) within their first two semesters as MESA students.</p>	<p>MESA Counselor /Director, & Engineering 100, STEM 100, and STEM 140 instructors; Dean Academic Affairs</p>	<p>12/2016 & 12/2017</p>
	<p>1.5.1 At least 50 students per year will attend the scholarship and/or financial aid workshops sponsored by MESA and the Financial Aid office.</p>	<p>MESA Counselor /Director, & Financial Aid Director</p>	<p>7/1/2016 to 12/31/2017</p>

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

(Use one page per objective)

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
<p>2.1 Collaborate with the University Transfer Center to strengthen the partnership with the MESA Center to support four-year university relationships and improve transfer ease of MESA students.</p> <p>2.2 Participate in statewide articulation council (Engineering Liaison Council) and communicate with universities to improve articulation patterns for math and science majors.</p> <p>2.3 The MESA Counselor/Director will serve as the MESA designated counselor.</p> <p>2.4 The MESA Counselor/Director will attend UC and CSU counselor conferences or other related trainings.</p>	<p>2.1.1 The MESA Counselor/Director will meet with the UTC staff at least 2 times per semester in order to engage MESA students in UTC programs and activities and stay connected with four-year university representatives.</p>	<p>MESA Counselor /Director & Staff, UTC Director</p>	<p>September 2016 through December 2017</p>
	<p>2.1.2 The MESA Counselor/Director will meet with the Articulation Officer at least 1 time per semester to discuss current articulation agreements and identify needs.</p>	<p>MESA Counselor /Director & Staff, Articulation Officer</p>	<p>September 2016 through December 2017</p>
	<p>2.2.1 MESA Counselor/Director or faculty designee will attend ELC at least once per year and provide a report on conference outcomes to the MESA staff, University Transfer Center and Counseling Departments.</p>	<p>MESA Counselor /Director & Staff, Faculty Sponsor, AHC Counseling, Articulation Officer</p>	<p>Fall 2016, Spring 2017, or Fall 2017 as scheduled</p>
	<p>2.3.1 One hundred percent of MESA students will maintain a current SEP. Students will receive focused academic progress counseling and be informed about any transfer pattern changes.</p>	<p>MESA Counselor /Director & Staff, UTC Director and Counseling Dept.</p>	<p>7/1/2016 to 12/31/2017</p>
	<p>2.4.1 The MESA Counselor/Director will attend at least one counselor training per year.</p>	<p>MESA Counselor /Director & Staff, Dean, Academic Affairs, Dean Student Services</p>	<p>7/1/2016 to 12/31/2017</p>

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT	Allan Hancock JCCD
COLLEGE	Allan Hancock College
GRANT NUMBER	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
3.1 Faculty advisors will monitor effectiveness of AEWs and study groups in assisting students to succeed in core courses.	3.1.1 One hundred percent of AEW faculty advisors will meet bi-weekly with facilitators to assess progress in workshops.	MESA Counselor/Director, MESA Staff, AEW Facilitators & Faculty Advisors	9/2016 to 12/2017
	3.1.2 At least 50% of the clustered students will participate in planning of AEWs and study groups.		8/2016 & 9/2017
3.2 Collaborate with the University Transfer Center and the Financial Aid office to ensure students receive assistance in making decisions about university housing, enrollment procedures, orientation programs, internships, and financial aid, scholarships, and grants.	3.2.1 One hundred percent of MESA students who complete transfer requirements will complete the <i>We're Outta Here</i> transfer transition workshop.	MESA Counselor/Director, UTC Director, and Financial Aid Director	2/2016 - 5/2017
	3.2.2 At least 50% of MESA students will apply for financial aid and scholarships to reduce time taken away from studies by the need to work.		1/1/2016 - 3/2/2017
3.3 Increase the number of STEM majors who are transfer ready (or who graduate with a degree from AHC), particularly those students from underrepresented populations.	3.3.1 At least 20% of MESA students will transfer to a four year university each year. A majority of those students will be from underrepresented populations.	MESA Counselor/Director, University Transfer Center, Dean Student Services	6/30/2017
3.4 Provide support for students to attend professional conferences and seminars that address issues facing underrepresented students in math-based majors.	3.4.1 At least 5 students will attend professional conferences (such as SACNAS). Students will network with peers and professionals and will be inspired to persist and transfer.	MESA Counselor/Director, Dean Academic Affairs, Dean Student Services	12/31/2017
3.5 Provide priority registration for all MESA students.	3.5.1 One hundred percent of MESA students receive priority registration status (if conditions in 8.5.1 are met).	MESA Counselor/Director, MESA Staff, Director Admissions & Records, Dean Counseling & Matriculation, and Dean Academic Affairs	12/31/2017
3.6 Provide mandatory monthly Student Success Seminars for MESA students focused on student success and career development topics.	3.6.1 Four Student Success Seminar will be offered every semester and at least 15 MESA students will be in attendance at each seminar.	MESA Counselor /Director, MESA Staff, Faculty Advisors	9/2016 - 12/2016 & 2/2017 - 5/2017 & 8/2017 - 12/2017

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

(Use one page per objective)

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
4.1 Provide optimal technology and software for support of coursework.	4.1.1 Up-to-date computers with math-based instructional software will be available in the MESA Student Center.	MESA Counselor /Director, Dean Academic Affairs, Math/Science Faculty, Dean Student Services	12/2017
4.2 Provide reference library and math/science textbook lending program so that students will have access to textbooks prior to the start of classes.	4.2.1 Usage of textbook lending program and reference library will save students at least \$2,000 annually, and reduce detrimental effects of students not having textbooks on the first day of classes.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean of Student Services	8/2016 to 9/2017
4.3 Offer group and individual tutoring in calculus, physics, biology, engineering and chemistry in the MESA Center.	4.3.1 Tutoring will have been offered for at least 20 hours per week in calculus, physics, biology, engineering and chemistry courses.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean of Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017 & 8/2017 - 12/2017
4.4 Provide an AEW training session in the MESA model to student facilitators.	4.4.1 Two AEW training sessions will be provided per year and 100% of student facilitators will complete training each year.	MESA Counselor /Director, Faculty Sponsor	9/2016 and 2/2017 and 11/2017
4.5 Offer AE Workshops for core math, engineering, and science courses.	4.5.1 Six AEWs in core math, engineering and science courses will be offered each semester.	MESA Counselor /Director, Faculty Sponsor Dean of Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017 & 8/2017 - 12/2017
4.6 Offer organize study groups for higher level core courses in which AEWs are not available.	4.6.1 Two organized study groups for higher level core courses will be offered each semester.	MESA Counselor /Director & Staff, Dean of Student Services	9/2016 to 12/2016 & 2/2017 to 5/2017 & 8/2017 - 12/2017
4.7 Advise students of tutorial services, writing center assistance, library research assistance, and other academic support available on campus.	4.7.1 100% of MESA students will be communicated to about support services through various methods, including emails, program meetings and MESA Center displays.	MESA Counselor /Director & Staff	9/2016 to 12/2016 & 2/2017 to 5/2017 & 8/2017 - 12/2017 Throughout the year

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

(Use one page per objective)

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
5.1 Through Center activities, disseminate information about internships, clubs, and conferences.	5.1.1 One hundred percent of MESA students will be advised of support services through various means of communication, including emails, program meetings, website, newsletter, and MESA Center displays.	MESA Counselor /Director & Staff	8/1/2016 to 12/31/2017
5.2 Provide opportunities for students to attend leadership development workshops, conferences/seminars, and professional associations at local and regional levels.	5.2.1 At least 4 opportunities to attend leadership development activities will be provided; at least 20% of MESA students will participate.	MESA Counselor /Director & Staff, Dean Academic Affairs, Dean of Student Services	8/1/2016 to 12/31/2017
5.3 Maintain the Science and Engineering Club to include MESA students and general students in math-based fields of study.	5.3.1 Club members will plan at least 2 events; meetings will be held monthly.	MESA Counselor /Director & Staff, MESA Club Advisor, Faculty Sponsor	9/1/2016 to 12/15/2017
5.4 MESA students will participate in college outreach efforts and serve as speakers/presenters at college events.	5.4.1 Two students will participate and present at college outreach events.	MESA Counselor /Director & Staff, Dean of Student Services	As scheduled by president each semester
5.5 MESA students will engage in shared governance by serving as student representatives on campus committees in order to develop leadership skills such as communication and advocacy for student needs.	5.5.1 At least five MESA students will serve on campus committees as scheduled to develop leadership skills.	MESA Counselor /Director & Staff	7/1/2016 to 12/31/2017

DISTRICT	Allan Hancock JCCD
COLLEGE	Allan Hancock College
GRANT NUMBER	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
6.1 Bring industry contacts to AHC campus to conduct presentations to MESA students about careers in STEM fields and motivate students to persist. Venues may include MESA Center, Engineering 100, STEM 100, and/or STEM 140 course, Women in Engineering and Science Event and MESA Reception. Ensure that industry contacts include role models for underrepresented students.	6.1.1 At least 3 Industry Council members or industry contacts will visit the AHC campus to conduct presentations or hold mentoring sessions with MESA students. Industry contacts will reflect MESA student population.	MESA Counselor /Director & Staff, Engineering 100 and Education 140 Instructor, Faculty Sponsor, Dean of Student Services	7/1/2016 to 12/31/2017 as scheduled.
6.2 Provide field trip(s) to industry sites to expose students to industry environments and internship and career opportunities.	6.2.1 Two industry field trips will be conducted with at least 20 students attending.	MESA Counselor /Director & Staff, Faculty Sponsor, Dean of Student Services	11/2016 and 5/2017 and 12/2017
6.3 Faculty will participate in field trips to industry sites and other industry-sponsored events to improve teaching skills and maintain relevancy.	6.3.1 At least 2 Math & Science faculty will participate in field trips to industry sites.	MESA Counselor /Director & Staff, Dean Academic Affairs & Faculty Sponsor	11/2016 and 5/2017 and 12/2017
6.4 Maintain an internship information center within the MESA Center with current industry and undergraduate research program information.	6.4.1 At least 15% of MESA students who have completed Math 182 and Physics 162 will apply for undergraduate research internships.	MESA Counselor /Director & Staff, Faculty Sponsor, Director Cooperative Work Experience/STEM Internship Specialist	12/31/2017
6.5 Hold an Internship Preparation Workshop to assist students in: <ul style="list-style-type: none"> • Understanding the importance of internships • Resume development • Searching and applying for internships 	6.5.1 At least 20 MESA students will complete the Internship Preparation Workshop.	MESA Counselor /Director & Staff, Faculty Sponsor, Counseling Dept., Director Cooperative Work Experience/STEM Internship Specialist	2/2017
6.6 Communicate with industry contacts to identify internship opportunities for students.	6.6.1 Make at least one contact annually with current industry contacts/council members.	MESA Counselor /Director & Staff, Faculty Sponsor, Director Cooperative Work Experience/STEM Internship Specialist	7/1/2016 - 12/31/2017

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

(Use one page per objective)

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
7.1 MESA Counselor /Director & staff will network with Statewide MEP and MSP programs to facilitate collaborative projects and events.	7.1.1 MESA Counselor /Director will attend at least two statewide meetings each year that include networking with MSP and MEP directors.	MESA Counselor /Director & Staff, Dean Academic Affairs	Fall 2016, Spring 2017, and Fall 2017 as scheduled
7.2 Conduct two field trips per year to partner universities with visits to respective MEP programs.	7.2.1 At least 20 MESA students will participate in university field trips.	MESA Counselor /Director & Staff, MEP Directors, Dean Student Services	Fall 2016, Spring 2017, and Fall 2017 as scheduled
7.3 AHC MESA students will participate as volunteers and judges for UCSB/MSP and/or Cal Poly/MSP annual STEM events and competitions.	7.3.1 At least 5 MESA students will participate in STEM related events and competitions at UCSB and/or Cal Poly, SLO.	MESA Counselor /Director & Staff, Faculty Sponsor, UCSB MSP, Cal Poly MSP	Spring 2017 as scheduled by UCSB and Cal Poly
7.4 AHC MESA will maintain communication with MEP and MSP programs to facilitate a smooth transition for incoming MSP students and transferring students to MEP programs.	7.4.1 MESA Counselor/Director will obtain lists of potential AHC MESA students from local MSP programs and contact 100% of the identified students to encourage them to apply for MESA upon enrollment at AHC.	MESA Counselor /Director & Staff, MSP Directors	6/2017
	7.4.2 MESA Counselor/Director will provide list of 100% of transferring AHC MESA students to MEP Directors at transfer universities, and 100% of AHC MESA transfer students will be given contact information for the MEP programs.	MESA Counselor /Director & Staff, MEP Directors	6/2017

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

ANNUAL WORKPLAN AND PERFORMANCE INDICATORS REVISION FORM

OBJECTIVES	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINES
8.1 MESA applicants will be required to have completed the college's START (assessment) and orientation process as well as submit an initial SEP with the application.	8.1.1 One hundred percent of approved MESA students will have completed the college's START, orientation, and SEP development process before officially admitted to the program.	MESA Counselor /Director, Dean Counseling and Matriculation, Counseling Department	12/31/2017
8.2 Newly admitted MESA students will be required to complete a welcome workshop as a condition to admissions to the program.	8.2.1 One hundred percent of new MESA applicants will complete a welcome workshop before officially admitted to the program.	MESA Counselor /Director & Staff	11/2017
8.3 MESA students whose math assessment is at elementary algebra (MATH 311) level will be required to utilize tutorial services in the Math Center regularly and enroll in PD 101 (Success in College).	8.3.1 Seventy-five percent of MESA students with math assessments at MATH 311 level will utilize tutorial services in the Math Center at least 2 times per week and enroll in PD 101 (taught by the MESA Counselor/Director) within 2 semesters of MESA participation.	MESA Counselor /Director & Staff, Dean Academic Affairs, Counseling Department	12/31/2017
8.4 MESA students whose English assessment is at developmental level (ENGL 511, 512, 513, or 514) will be required to enroll in the appropriate level English courses each semester, as well as utilize the Writing Center regularly, and enroll in PD 101 (Success in College).	8.4.1 Seventy-five percent of MESA students with English assessments at ENGL 511, 512, 513, or 514 level will enroll in the appropriate sequence each semester, utilize the Writing Center at least 2 times per week, and enroll in PD 101 (taught by the MESA Counselor/Director) within 2 semesters of MESA participation.	MESA Counselor /Director & Staff, Dean Academic Affairs, Counseling Department	12/31/2017
8.5 MESA students will be required to declare a STEM program of study as defined by the MESA Statewide Office, submit a current SEP pertaining to their declared program of study, and demonstrate their commitment to completing their SEP through course enrollment patterns in order to maintain MESA priority registration status.	8.5.1 One hundred percent of MESA students receiving priority registration status will have a current SEP on file pertaining to a STEM major as defined by the MESA Statewide Office and enroll in courses specified on the SEP.	MESA Counselor /Director & Staff, Director Admissions and Records	12/31/2017

PROGRESS REPORT FORM

ACADEMIC AFFAIRS DIVISION

2016-17 PROGRAM YEAR

Please complete this report and return (1) original and (2) copies to the Chancellor's Office, Academic Affairs Division, 1102 Q Street, Sacramento, CA 95811-6549. Attn: Jo Glenn

MESA GRANT	GRANT NUMBER:	16-109-001
AMOUNT AWARDED: \$50,500	EXPENDITURES TO DATE:	\$ 0.00
PROGRAM TITLE:	MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT PROGRAM	
MESA PROJECT DIRECTOR:	Christine Reed	PHONE (805) 922-6966 x3348
EMAIL ADDRESS:	creed@hancockcollege.edu	FAX: (805) 922-9137
STATE PROJECT MONITOR:	DEBBIE VELASQUEZ	PHONE: (916) 323-2768
EMAIL ADDRESS:	dvelasqu@cccco.edu	FAX: (916) 445-6268

Please Note: The Progress Report Form is comprised of the following four components. The Grant Number begins with the numbering sequence: "16-109-001".

1. **PROGRAM SUMMARY:** All grantees must respond to questions 1A – 1E. Answers will be used to assess the gains that have been made to date, and to assure that the project is following the MEA model and has institutional commitment.
2. **PROGRAM WORK STATEMENT:** Objective Report Form: This page must be completed for each objective. If an objective/activity will not be completed by the specified objective date, please provide comments that clarify the reasons for the delay.
3. **EXPENDITURE BUDGET SUMMARY:** Check the box for July 1-January 31. *Project Approved Budget:* This is the state's portion of your total project funds; *Project Funds Expended:* These are your expenditures to date; *District Match Funds Expended:* Identify the amount of local funds provided to the project by the district; *Other Source:* Use these columns if your project is supported by funds that are local, but do not derive from the district's general fund. Indirect costs are represented by an amount or pro rata share of existing salaries and benefits, rent, equipment, materials, and utilities attributable to functions of the project; overhead.
4. **BUDGET DETAIL SHEET:** This page is required *for each funding source*. Here you will provide a cost breakdown of each budget object of expenditure. For example, if the Expenditure Budget Summary lists \$3100 expended in object of expenditure 2000 (non-instructional salaries), the Budget Detail Sheet would itemize the positions and amounts that represent the \$3100 expenditure.

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE CALIFORNIA		
ACADEMIC AFFAIRS DIVISION – MESA PROGRAM	GRANT NUMBER:	16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE: ALLAN HANCOCK COLLEGE	

1. PROGRAM SUMMARY

- A. Provide a summary describing your efforts in accomplishing the goals and objectives of the project. Were the goals modified, were the objectives met, and was the activity described completed in a timely manner? Describe in detail the outcomes achieved to date. Add additional pages as needed.**

The MESA Program at Allan Hancock College is moving forward to achieve all grant objectives for the project year 2016-2017. This report reflects expenditures from July 1, 2016 through January 15, 2017. The budget expenditures through the present appear lower than what would be expected because we were able to continue our program through fall 2016 by extending our 2015-2016 budget period to December 31, 2016.

All core components of the MESA Program at Allan Hancock College are fully operational. Academic Excellence Workshops are being held in core subjects, and individual and group drop-in tutoring is available from highly qualified tutors. Some tutors also facilitate AEWs and encourage students to supplement the AEW with drop-in tutoring. Because students are clustered in many core classes, they frequently study in groups, both formally and informally, within the study area in the MESA Center.

MESA students and staff participate in college sponsored outreach activities to recruit targeted populations. The MESA Program continues to serve 125 students (maximum capacity). Thirty five of our students applied in the month of November for university transfer for fall 2017 term. We continue to update and expand our web site for staff and student use.

Our responsible administrator is the Dean of Academic Affairs for Math and Science, and engineering faculty sponsor Dominic (Dom) DalBello continues to be active in our program. Dom participates in an advisory capacity to the counselor/coordinator and participates in industry and university field trips and professional conferences. Additionally, Dom serves as the instructor for ENGR 100 "Introduction to Engineering," which serves as the MESA program orientation course.

When the Director position was vacated in August 2009, a counselor was reassigned from the University Transfer Center to the MESA Center to coordinate the program and serve as the lead MESA counselor. She continues to provide university transfer services and counseling to MESA students in the MESA Center, and was permanently awarded the position (MESA Academic Specialist; aka MESA Counselor/Coordinator) in December 2010. Additionally, MESA collaborates regularly with other departments on campus to deliver a full array of workshops, activities, and events to MESA students. With the addition of the STEM grant and STEM Center at Allan Hancock College, STEM and MESA staff has joined forces and services have been greatly expanded for MESA (and all STEM) students. Through joint activities and email, information is regularly disseminated about internships, clubs, conferences, and leadership opportunities. Support is provided for students to attend professional conferences and seminars that address issues facing underrepresented students in math-based majors.

The Science and Engineering Club was established in fall 2014 and is growing each semester in membership. STEM and MESA faculty and staff serve as advisors to the club and attend member meetings regularly to support and assist the club in their endeavors.

MESA students are actively involved on the AHC campus, conducting outreach activities for MESA at pertinent campus events such as the "Bulldog Bow WOW" student orientation.

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM		GRANT NUMBER:	16-109-001
DISTRICT: ALLAN HANCOCK JCCD		COLLEGE: ALLAN HANCOCK COLLEGE	

Regina M. Smith
 BUDGET CONTACT

rsmith@hancockcollege.edu
 EMAIL ADDRESS

(805)922-6966 x3842
 PHONE NUMBER

(805) 928-7905
 FAX NUMBER

2. PROGRESS REPORT EXPENDITURE BUDGET SUMMARY (Cumulative)

Check One: Cumulative from July 1-December 31 Cumulative other (please indicate)

When entering dollar amounts, round off to nearest dollar.

Object of Expenditure	Classification	Line	Project Approved Budget	Project Funds Expended	District Match Funds Expended ①	Other Source Expended ②	Other Source Expended ②	Total
1000	Instructional Salaries	1	5,500		21,941			21,941
2000	Non instructional Salaries	2	14,000		18,464			18,464
3000	Employee Benefits	3	300		13,037			13,037
4000	Supplies and Materials	4	20,708					
5000	Other Operating Expenses and Services	5	2,050					
6000	Capital Outlay	6						
7000	Other Outgo	7	6,000					
Total Direct Costs		8	48,558	0.00	53,442			53,442
Total Indirect Costs (4% of line 8) See specific RFA		9	1,942					
Total Program Costs		10	50,500	0.00	53,442			53,442

- ① District General Fund (see match percentage requirement). Line item match not required.
- ② Provide an Expenditure Detail Sheet for each funding source by category.

Project Director Signature: [Signature] Date: 1/25/17

District Chief Business Officer Signature: [Signature] Date: 1/26/17
 (or Authorized Designee)

FOR CHANCELLOR'S OFFICE USE ONLY	
Grants & Contracts Unit Approval Signature: _____	Date: _____
Project Monitor Approval Signature: _____	Date: _____

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM	GRANT NUMBER: 16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE: ALLAN HANCOCK COLLEGE

4. Expenditure Budget Detail Sheet

Object of Expenditure	Classifications	Amount
	Total Direct Costs	
	Total Indirect Costs (4% of line 8) See specific RFA	
	Total Program Costs	

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM	GRANT NUMBER:	16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE:	ALLAN HANCOCK COLLEGE

Please explain below any challenges that you may be dealing with in completing the workplan and/or objectives of your grant. Please include explanations regarding challenges to the timely execution of budget items that you may be dealing with. If there are circumstances that may require a campus visit by the project monitor please explain them below.

We do not anticipate any issues that would prevent us from completing the workplan.

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
ACADEMIC AFFAIRS DIVISION
2016-17 FINAL REPORT
MESA

Please complete each page and return (1) original and (2) copies of the completed Final Report to the Chancellor's Office, Attn.: Jo Glenn, Grants and Contracts Coordinator, Fourth Floor, 1102 Q Street, Sacramento, CA 95811.

MESA GRANT		GRANT NUMBER: 16-109-001	
AMOUNT AWARDED: \$77,893		EXPENDITURES TO DATE: \$77,893	
PROGRAM TITLE:		MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT PROGRAM	
MESA PROJECT DIRECTOR:	CHRISTINE REED	PHONE: (805) 922-6966 EXT. 3348	
EMAIL ADDRESS:	CREED@HANCOCKCOLLEGE.EDU	FAX: (805) 922-9137	
STATE PROJECT MONITOR:		DEBBIE VELASQUEZ	
EMAIL ADDRESS:	dvelasquez@cccco.edu	PHONE: (916) 323-2768	
		FAX: (916) 445-6268	

PLEASE NOTE: The final release of funds will be processed upon approval of the final report pages 1-12.

The *Final Report* is comprised of the following components:

- 1) **Project Summary:** All grantees must respond to questions 1A-1E.
- 2) **Project Work Statement:** *Objective Report* form: This page must be completed for each objective. If an objective/activity will not be completed by the specified objective date, please provide comments that clarify the reasons for the delay.
- 3) **Expenditure Budget Summary:** Check the box for July 1-June 30. *Project Approved Budget:* This is the state's portion of your total project funds; *Project Funds Expended:* These are your expenditures to date; *District Match Funds Expended:* Identify the amount of local funds provided to the project by the district; *Other Source:* Use these columns if your project is supported by funds that are local, but do not derive from the district's general fund.
- 4) **Expenditure Budget Detail Sheet:** This page is required for each funding source. Here you will provide a cost breakdown of each budget object of expenditure. For example, if the Expenditure Budget Summary lists \$3,100 expended in object of expenditure 2000 (non-instructional salaries), the Budget Detail Sheet would itemize the positions and amounts that represent the \$3,100 expenditure.
- 5) **Project Evaluation**
- 6) **Project Recommendations**
- 7) **MESA Student Outcomes – Report for all MESA Students.** *Note: Aligns with MIS Data Element SG05.*
- 8) **ASEM Student Outcomes – Report only if you serve ASEM Students**
ASEM Reminder: These are students with demonstrated Achievement in a Science, Engineering, or Mathematics major with an intent to transfer to a four-year college or university but does not fully meet the MESA eligibility criteria. These data are collected to demonstrate unmet workload measures performed by MESA Directors and staff to support future funding requests and opportunities. Note: Aligns with MIS Data Element SG05.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

1. **Project Summary**

- A. Provide a summary describing your efforts in accomplishing the goals and outcomes of the MESA program. Specifically, describe how the goals and objectives that have been met, those that have been modified, and plans to incorporate any unmet objectives in the future, provided continued funding is received.

The MESA Program at Allan Hancock College has been successful in achieving all grant objectives for the project year 2016/2017 with an extension to complete the grant objectives through December 31, 2017. All core components of the MESA Program at Allan Hancock College were fully operational with the number of students in the program reaching its maximum capacity of 125 students.

The Dean of Academic Affairs - Mathematics, Life, Physical and Health Sciences - fully supported the MESA program by attending events and taking an active interest in program goals. Full-time engineering faculty member Dom Dal Bello served as the MESA Sponsor, with many more faculty members serving as advisors for Academic Excellence Workshops (AEW) in their respective courses. Christine Reed, MESA Counselor/Coordinator, continued to perform director duties and provide transfer and retention counseling to MESA students.

MESA students and staff actively participated in campus committees and councils to represent the needs of MESA students and to maintain visibility and advocacy on campus for the MESA program. The MESA Counselor/Coordinator served on the University Transfer Center Advisory Board, regularly attended Counseling Department meetings, and served on a variety of student services committees and task forces. Frequent informal meetings were also held with counselors, financial aid staff, and faculty in addition to formal meetings with faculty cosponsors, Science and Engineering Club officers, the math department, and directors of other math and science related grants. The MESA faculty sponsors and Counselor/Coordinator participated in the Engineering Liaison Council, a statewide articulation council that works to streamline transfer patterns for math-based majors to California universities.

The MESA Center, housed in Building W since January 2008, continued to serve as a study space and computer resource center for MESA students. Engineering and mathematics software was available, and the center continued to maintain a substantial textbook lending library. Drop-in tutoring was available in all levels of mathematics, engineering, computer science, physics, chemistry and biology, and students frequently used the MESA center as a base for group study activities.

Academic Excellence Workshops were held in the core courses of calculus, engineering, physics, biology, and chemistry. Most facilitators, selected due to their high GPA's and proven communication skills, served as tutors as well and encouraged peers to supplement the AEW with drop-in tutoring. Because students were clustered in many core classes, they frequently studied in groups, both formally and informally, within the private study area in the MESA Center.

Through the MESA Early Alert Intervention program, there were sixty-seven concerning academic progress reports throughout the grant period, and sixty percent of those circumstances were addressed through intrusive counseling intervention. Workshops were offered in understanding FAFSA, applying for financial aid and scholarships, university application completion, transfer strategies and transitioning to the university, finding and applying for internships, time management and study skills, and career development.

Field Trips were offered to California Polytechnic State University (SLO), UC Los Angeles, University of California Santa Barbara, California Forum for Diversity in Graduate Education, Primus Labs in Santa Maria, Haas Automation in Oxnard, and the National Ignition Facility at Lawrence Livermore Laboratory in Livermore. One Hundred and Seventy One (171) students took part in these opportunities.

Twelve MESA students were selected to serve as National Institute of Health, Bridges to the Baccalaureate interns at Cal Poly, SLO, and two MESA students were selected to participate in the UCSB Smithsonian Scholars Week in Washington D.C., and two others were selected to intern for the UCSB Pipelines Naval Engineering and Science Project. Three students had engineering internships at Chameleon Engineering and AWASSA Pump Inc. One student served as an intern at Daniel Stein Architecture firm designing structures for the homeless population. One student served in a local computer science internship with Aero Harvest LLC., and another student completed a computer science internship with Santa Barbara County. One student completed a software security internship with Rabobank.

One MESA student received two large scholarships to transfer including the PG&E-Better Together Scholarship, and the NOAA Ernest P. Hollings Scholarship to include an internship in the summer 2018.

Thirteen of our students were selected for the Scholarship in Engineering, Science, Mathematics, and Computer Science (SESMC) program at Allan Hancock College. Five MESA students participated in the AMATYC Annual Mathematics Competition and three placed in the top five for round one. Thirty of our students were awarded AHC Foundation Scholarships, along with fourteen more who were awarded Foundation of Santa Barbara Scholarships.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

1. Project Summary (Continued)

B. Institutional Support: Please identify the institutional support MESA has received and those who have been involved and their respective contribution, i.e., CEO, CIO, CSSO, Faculty, business industry partners, etc. to the program.

Superintendent/President and Associate Superintendent Vice President, Academic Affairs: advocated for the program at Cabinet and Board level.

Dean, Academic Affairs: advises MESA Counselor/Coordinator and provides support at the Deans' level.

MESA Faculty Sponsor (Dom Dal Bello - Engineering): mentor students, acts as liaisons to other faculty, provides program input to the MESA Counselor/Coordinator, and attends Engineering Liaison Council.

STEM Center Staff: provide opportunities to collaborate on events and services.

Bridges to the Baccalaureate Coordinator: provides opportunities to collaborate on events and services.

The MESA program is included in the college's student equity plan, future facilities planning, and is noted as part of the college's ongoing support system for educationally and financially disadvantaged students when applying for additional math/science related grants.

ExxonMobil donates \$5,000 each year to help support MESA student scholarships.

C. Professional Chapters and Organizations: Describe student participation in professional chapters and organizations, as well as highlights of student internships, and awards received.

Professional Chapters/Organizations and Internships	# of Students
Bridges to the Baccalaureate Summer Internship at Cal Poly Research Labs	12
UCSB Smithsonian Scholars Week, Washington, D.C.	2
AeroHarvest Software Internship	1
Santa Barbara County Public Works Internship	1
City of Lompoc, Santa Barbara Co. Civil Engineering Internship	1
Rabobank Security Software Internship	1
Chameleon Engineering Internship	1
Daniel Stein Architecture Internship	1
AWASSA Pump Inc. Internship	2
Pipelines UCSB Naval Internship	2
Santa Maria Discovery Museum STEM Demonstrations Mentors	2
Alpha Gamma Sigma State Leadership Conference	2
Scholarship in Engineering, Science, Mathematics, and computer Science (SESMC) Program at Allan Hancock College	13
AMATYC Mathematics Competition	5
Allan Hancock Student Ambassador	2
PG & E Better Together Scholarship	1
NOAA Ernest P Hollings Scholarship	1
Foundation of Santa Barbara Scholarships	14
Alpha Gamma Sigma Officer Positions at Allan Hancock College	2
AHC Mathematics Club and Science and Engineering Club Officer Positions	4
Allan Hancock College Foundation Scholarship	30

D. Student Recruitment: Describe the efforts undertaken to ensure participation by students from groups with the lowest eligibility to four year institutions in math, engineering and science majors.

AHC MESA is committed to extensive participation from groups with the lowest eligibility to four-year institutions in math, engineering, and science majors. This is accomplished by a multi-pronged effort:

1. MESA students are asked to identify students like themselves who may benefit from the services offered and encourage them to apply to the program.
2. Faculty members including counselors refer appropriate students who they feel would benefit from MESA and meet the criteria.
3. The AHC MESA brochure is strategically positioned throughout campus to inform potential students of the benefits of the program.
4. Coordination with the college's EOPS, CalWORKS, CAN (Trio), and University Transfer Center departments also result in student referrals to MESA.
5. Selected MESA students present the benefits of MESA to local high school administrators, counselors and teachers at Bridges meetings hosted by AHC.
6. AHC MESA students volunteer to conduct outreach at campus events and at high schools sponsored by the college.

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM	GRANT NUMBER: 16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE: ALLAN HANCOCK COLLEGE

1. PROGRAM SUMMARY – CONTINUED

E. Provide complete information for the spring semester *Academic Excellence Workshops* offered.

Workshop #1 fall 2016	Subject: Physics 161	
Facilitator Name:	Jenny Chiao	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**
1.Elvira Angon	Yes	
2.Esteban Carrillo	Yes	
3.Lucas Johnson		Yes
4.Garrett Waterbury		Yes
5.Carlos Paredes Espinosa		No
6.Javier Valle	Yes	
7.Manny Barajas	Yes	
8.Ricardo Chavez	Yes	
9.Luis Diamanos		No
10.Ivan Alvarez	Yes	
11.Celina Mendez	Yes	
12.Alexandra Kwong		Yes
13.Sebastian Atilano	Yes	
14.Benjamin Aguaya	Yes	
15.Paulina Delgado	Yes	
16.Miriam Sanchez	Yes	
17.Gerrardo Hernandez	Yes	
18.Timothy Kennedy	Yes	
19.Jelani Lewis	Yes	
20.Diego Ramirez	Yes	
21.Roger Peard	Yes	

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM	GRANT NUMBER: 16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE: ALLAN HANCOCK COLLEGE

Workshop #2 fall 2016	Subject: Chemistry 151		
Facilitator Name:	Miguel Velasquez		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (first and last name)	MESA Student*	ASEM Student**	
1. Gilbert Montel	Yes		
2. Amara Sharp		No	
3. Celina Mendez	Yes		
4. Esmeralda Sanchez	Yes		
5. Shawn Lidke		No	
6. Pedro Asuncion	Yes		
7. Paulina Delgado	Yes		

Workshop #3 fall 2016	Subject: Chemistry 180		
Facilitator Name:	Bianca Aleman		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (first and last name)	MESA Student*	ASEM Student**	
1. Liz Cortez	Yes		
2. Ricardo Contreras	Yes		
3. Noe Morales	Yes		
4. Bryanna Garcia		No	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

CCCCO – ACADEMIC AFFAIRS DIVISION MESA PROGRAM	GRANT NUMBER: 16-109-001
DISTRICT: ALLAN HANCOCK JCCD	COLLEGE: ALLAN HANCOCK COLLEGE

Workshop #4 fall 2016	Subject: Engineering 152		
Facilitator Name:	Tomas Pirir		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (first and last name)	MESA Student*	ASEM Student**	
1.Hector Ramirez	Yes		
2.Hernan Rodriguez	Yes		
3.Taylor Harms		Yes	
4.Edson Ribeirto		Yes	
5.Raul Gonzales	Yes		
6.Cesar Morales	Yes		
7.Bryant Cisneros	Yes		
8.Gilbert Monteil	Yes		
9.Adan Martinez-Cruz	Yes		

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #5 fall 2016	Subject: Engineering 152		
Facilitator Name:	Jenny Chiao		
Faculty Yes <input type="checkbox"/> or No	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (first and last name)	MESA Student*	ASEM Student**	
1.Taylor Harms		Yes	
2.Emmett Lambert	Yes		
3.Rebecca Rodriguez	Yes		
4.Allan Gomez	Yes		
5.Christina Hinson	Yes		
6.Tomas Pirir		Yes	
7.Christopher Drap		Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #6 fall 2016	Subject: Engineering 161		
Facilitator Name:	Mason Souther		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**	
1.Ashley Wilburn	Yes		
2.Hernan Rodriguez	Yes		
3.Christian Ramirez		No	
4.Cesar Morales	Yes		
5.Jesus Monteil	Yes		
6.Ricardo Contreras	Yes		
7.Raul Gonzales	Yes		
8.Jose Martinez	Yes		
9.Esther Lopez	Yes		
10.Victor Steller		No	
11.Emmett Lambert	Yes		

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #7 fall 2016	Subject: Computer Science		
Facilitator Name:	Jelani Lewis		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**	
1.Justin Delgado		Yes	
2.Jonathan Lai		Yes	
3.Maryam Vahdati		Yes	
4.Cody Cowin		Yes	

Workshop # 8 spring 2017	Subject: Physics 161		
Facilitator Name:	Jenny Chiao		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1. Jose Chavez		Yes	
2. Jonathan Lai			Yes
3. Roger Peard		Yes	
4. Tracy Wittman		Yes	
6. Julian Rojas		Yes	
7. Bryce Mindora		Yes	
8. Samad Mazarei		Yes	
9. Ernesto Mendoza			No
10. Julio Gonzales			No
11. Guillermo Maldonado		Yes	
12. Mino Morales		Yes	
13. Gerrado Hernandez		Yes	
14. Chad Conrad		Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop # 9 spring 2017	Subject: Physics 162		
Facilitator Name:	Jenny Chiao		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1. Christina Hinson			Yes
2. Carlos Peredes			No
3. Ernesto Garcia		Yes	
4. Celina Mendez		Yes	
5. Noe Morales		Yes	
6. Araceli Vasquez-Angon		Yes	

7.Elvira Olivera	Yes	
8.Sebastian Atilano	Yes	
9.Elide Herrera	Yes	
10.Taylor Harms		Yes
11.David Morales	Yes	
12.Javier Flores	Yes	
13.Jack Henry	Yes	
14.Cody Cowin		Yes
15.Ricardo Contreras	Yes	
16.Justin Engwall	Yes	
17.Ricardo Chavez	Yes	
18.Brian Santa Maria	Yes	
19.Alexandra Kwong		Yes
20.Pedro Asuncion	Yes	
21.Luke Torra		No
22.Adan Martinez-Cruz	Yes	
23.Jose Martinez	Yes	
24.Robert Padilo		Yes
25.Justice Aragon		No
26.Rebecca Rodriguez	Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #10 spring 2017		Subject: Biology 150	
Facilitator Name:		Catherine Johnson	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (first and last name)		MESA Student*	ASEM Student**
1.Rosemary Gonzales			No
2.Jack Henry		Yes	
3.Kenneth Queja			No

4.Cassandra Silva		No
5.Francisco Pinon		Yes

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #11 spring 2017	Subject: Biology 150		
Facilitator Name:	Catherine Johnson		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Emmanuel Lopez-Bautista			No
2.Skylar Deitz			No
3.Karina Cervantes		Yes	
4.Valene Gracia			No
5.Patty Vigil		Yes	
6.Maria Tafoya		Yes	
7.Esther Alseryani			No
8.Elisa Lopez-Cruz		Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #12	Subject: Chemistry 140		
Facilitator Name:	Catherine Johnson		
Faculty Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	Student Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input checked="" type="checkbox"/>	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Jessica Sanchez			No
2.Isacc Frias			No
3.Janae Sarabia			No
4.Yachyl Fernandez			Yes
5.Juan Hernandez			No
6.Anamarie Lynn			No
7.Cindy Rodriguez			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #13 spring 2017		Subject: Computer Science 131	
Facilitator Name:		Sam Mazarei	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Fernheil Legaspi		Yes	
2.Bryce Mindora		Yes	
3.Ashley Wilburn		Yes	
4.Andrea Salazar		Yes	
5.Sean Xiong		Yes	
6.Kevin Hang			Yes
7.Derrick Pham			Yes
8.Aurora Paz		Yes	
9.Joanna Gonzales			No
10.Justin Delgado			Yes
11.Adriane Herrera			No
12.Jesse Guardado			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #14		Subject: Engineering 154	
Facilitator Name:		Mason Souther	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Raul Gonzales		Yes	
2.Emmett Lambert		Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #15 spring 2017	Subject: Engineering 170		
Facilitator Name:	Tomas Orir		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Juan Macias		Yes	
2.Raul Gonzales		Yes	
3.Emmett Lambert		Yes	
4.Hector Ramirez		Yes	
5.Mason Souther			Yes

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #16 fall 2017	Subject: Physics 161		
Facilitator Name:	Sam Mazarei		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Annalise Ketz			Yes
2.Dylan Padilla		Yes	
3.Ivaldo Gonzales		Yes	
4.Ulises Perez		Yes	
5.Jerry Maldonado		Yes	
6.Juan Gutierrez			No
7.Diana Salinas			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #17 fall 2017	Subject: Physics 163		
Facilitator Name:	Corey Zaas		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Robert Pulido			Yes
2.Raul Gonzales		Yes	

3.Ulises Perez	Yes	
4.Eric Allon	Yes	
5.Jose Chavez	Yes	
6.Christina Hinson		Yes
7.Ricardo Contreras	Yes	
8.Pedro Asuncion	Yes	
9.Esteban Carrillo	Yes	
10.Sam Mazarei	Yes	
11.Emiglio Islas		No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #18 fall 2017		Subject: Biology 128	
Facilitator Name:		Catherine Johnson	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Chris Wigor			No
2.Gary Panther			No
3.Daisy Chavez			No
Facilitator Name:		Catherine Johnson	
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
4.Tim Crandall			No
5.Demetrio Munoz			No
6.Griela Evalle			No
7.Sarah Czora			No
8.Dianw Morales			No
9.Kiana Kawatchi			No
10.Melissa Vasquez			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #19 fall 2017	Subject: Biology 150		
Facilitator Name:			
Faculty Yes <input type="checkbox"/> or No <input type="checkbox"/>	Student Yes <input type="checkbox"/> or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No <input type="checkbox"/>	
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**	
1.Kiana Kawatchi		No	
2.Liz Cortez	Yes		
3.Nicole Cason		Yes	
4.Yadira Salgado	Yes		
5.Chris Clayton		Yes	
6.Shelby Cordts		No	
7.Diana Caskillon		No	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #20 fall 2017	Subject: Biology 155		
Facilitator Name:	Miguel Velasquez		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**	
1.Karina Cervantes		Yes	
2.Maria Tafoya	Yes		
3.Johanna Ayala-Vargas		No	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #21 fall 2017	Subject: Chemistry 151		
Facilitator Name:	Miguel Velasquez		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)	MESA Student*	ASEM Student**	
1.Fabiola Ramirez		No	
2.Yadira Salgado	Yes		
3.Rachel Romero	Yes		
4.Johanna Vargas		No	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #22 fall 2017	Subject: Chemistry 180		
Facilitator Name:	Lisa Malins		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1. Karina Cervantes			Yes
2. Maria Tafoya		Yes	
3. Elida Herrera		Yes	
4. Patricia Vigil		Yes	
5. Janna Mackienans			No
6. Carlos Lara			No
7. Laura San Nicolas			No
8. Aviana Wells			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #23 fall 2017	Subject: Computer Science 131		
Facilitator Name:	Sam Mazarei		
Faculty Yes <input type="checkbox"/> or No X	Student Yes <input type="checkbox"/> or No X	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1. Mercedes Ortiz			No
2. Alyshia Ramirez			No
3. Aaron Munoz			No
4. Carlos Ayala			No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #23 fall 2017	Subject: Engineering 152		
Facilitator Name:	Mary Flanagan		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1. Zack Gordon			No
2. Nicholas Garcia		Yes	

3.Grecia Pena		No
4.Raul Gonzales	Yes	
5.Ulises Perez	Yes	
6.Joseph Pinheiro		Yes
7.Ricardo Contreras	Yes	
8.Sebastian Altilano	Yes	
9.Jose Chavez	Yse	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW's, etc.

Workshop #24 fall 2017	Subject: Engineering 161		
Facilitator Name:	Gracia Pena		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Sebastian Altilano		Yes	
2.Mary Flannagan			No
3.Nicholas Garcia		Yes	
4.Esther Lopez		Yes	
5.Jose Gomez			No
6.Elizabeth Marquez		Yes	
7.Bianca Aleman		Yes	
8.Paulina Delgado		Yes	

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in ME101SA activities such as AEW's, etc.

Workshop #25 fall 2017	Subject: Anthropology 101		
Facilitator Name:	Ashley Lamurena		
Faculty Yes <input type="checkbox"/> or No X	Student Yes X or No <input type="checkbox"/>	Graduate Student Yes <input type="checkbox"/> or No X	
Student Name (<i>first and last name</i>)		MESA Student*	ASEM Student**
1.Shane Kuch			No
2.Gabe West			No

3.Ruben Reyes		No
4.Taylor Ramirez		No
5.Cliff Dollias		No
6.Izaul Vargas	Yes	
7.Blanca Murrieta		No
8.Luis Rodriguez	Yes	
9.Kyrah Gutierrez		No
10.Dylan Rogers		No
11.Jazmin Cisneros		No
12.Angel Gallo		No
13.Brandon Delaney		No
14.Maria Plazas		No
15.Jonothan Camacho		No
16.Leobardo Cruz		No

*MESA student = A fully eligible student

**ASEM student = A student who is not MESA eligible, but for whom you include in MESA activities such as AEW, etc.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

2. Project Work Statement Objective Report Form — Final

List the status of each individual objective and activity within the Project Work Statement. Duplicate this form as needed.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 1				
Activity 1 . 1	X		12/31/2017	12/31/2017
Activity 1 . 2	X		12/31/2017	12/31/2017
Activity 1 . 3	X		12/31/2017	12/31/2017
Activity 1 . 4	X		12/31/2017	12/31/2017
Activity 1 . 5	X		12/31/2017	12/31/2017

MESA participated in outreach activities throughout the year to recruit targeted populations to the program. All MESA students have an SEP on file and all students requiring early alert interventions received an offer of support per the work plan. The MESA Counselor/Coordinator served on the UTC Advisory Board, and workshops were offered on university applications and transfer issues. All new MESA students completed a comprehensive orientation and workshops were also offered on financial aid and scholarships. MESA widely distributed the recruitment brochure, and the website was regularly updated throughout each term.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 2				
Activity 2 . 1	X		12/31/2017	12/31/2017
Activity 2 . 2	X		12/31/2017	10/31/2017
Activity 2 . 3	X		12/31/2017	12/31/2017
Activity 2 . 4	X		12/31/2017	12/31/2017

The MESA Counselor/Coordinator meets regularly with the UTC, articulation, and Counseling Department staff. Engineering faculty and/or MESA faculty attended ELC in all terms covered by the grant. The MESA Counselor/Coordinator regularly participated in HSI STEM Regional Alliance meetings.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 3				
Activity 3 . 1	X		12/31/2017	12/31/2017
Activity 3 . 2	X		5/2017	5/2017
Activity 3 . 3	X		6/30/2017	6/30/2017
Activity 3 . 4	X		12/31/2017	12/31/2017
Activity 3 . 5	X		12/31/2017	12/31/2017
Activity 3 . 6	X		12/31/2017	12/31/2017

Faculty advisors meet regularly with AEW facilitators. All fall 2017 MESA transfer students attended the Outta Here workshops. Twenty-five percent of MESA students transferred to university fall 2017. All MESA students who met eligibility requirements

received priority registration.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 4				
Activity 4 . 1	X		12/31/2017	12/31/2017
Activity 4 . 2	X		9/2017	9/2017
Activity 4 . 3	X		12/31/2017	12/31/2017
Activity 4 . 4	X		11/2017	11/2017
Activity 4 . 5	X		12/31/2017	12/31/2017
Activity 4 . 6	X		12/31/2017	12/31/2017
Activity 4 . 7	X		12/31/2017	12/31/2017

All MESA students are advised of support services through a variety of means including email, program meetings, and MESA Center displays. Math-based software is installed on the new MESA Center computers, and the laser printer/copier was available throughout the year. The textbook lending library is readily available for students and utilized by most MESA students. Tutoring is offered in all core classes, and AEW training sessions were provided.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 5				
Activity 5 . 1	X		12/31/2017	12/31/2017
Activity 5 . 2	X		12/31/2017	12/31/2017
Activity 5 . 3	X		12/31/2017	12/31/2017
Activity 5 . 4	X		12/31/2017	12/31/2017
Activity 5 . 5	X		12/31/2017	12/31/2017

All MESA students are advised of support services through a variety of means including email, program meetings, and MESA Center displays. MESA students were provided with fifteen opportunities to attend leadership development activities. MESA students regularly participate in Science and Engineering Club activities and many of them served in leadership roles. MESA students regularly participate in leadership events, college shared governance, and other functions coordinated through the administration.

Objective/Activity	Completed		Projected End Date	Actual End Date
	Yes	No		
Objective 6				
Activity 6 . 1	X		12/31/2017	12/31/2017
Activity 6 . 2	X		12/31/2017	12/31/2017
Activity 6 . 3	X		12/31/2017	12/31/2017
Activity 6 . 4	X		12/31/2017	12/31/2017
Activity 6 . 5	X		2/2017	2/2017
Activity 6 . 6	X		12/31/2017	12/31/2017

The Internship Preparation workshop was held in fall of 2016 and 2017, and an internship information center (and a variety of resources) is maintained and readily available to MESA students. The AHC MESA program again received a substantial donation from ExxonMobil to support student scholarships again during this grant period.

Objective/Activity		Completed				Projected End Date	Actual End Date
		Yes		No			
Objective	7						
Activity	7		X			12/31/2017	12/31/2017
Activity	7		X			12/31/2017	12/31/2017
Activity	7		X			5/31/2017	5/31/2017
Activity	7		X			6/2017	6/2017

All MESA students are informed of new opportunities that are established with MEP/MSP programs to facilitate a smooth transfer pipeline, and all MEP Directors were given the names of AHC MESA transfer students to their respective campuses. Approximately twenty-five percent of MESA students transferred to a four-year university/college in fall 2017. The MESA Counselor/Coordinator meets monthly with Cal Poly, SLO MEP/STEM staff and faculty to collaborate on joint events and efforts. She also attends monthly HSI STEM Regional Alliance meetings at UCSB.

Objective/Activity		Completed				Projected End Date	Actual End Date
		Yes		No			
Objective	8						
Activity	8		X			12/31/2017	12/31/2017
Activity	8		X			11/2017	11/2017
Activity	8		X			12/31/2017	12/31/2017
Activity	8		X			12/31/2017	12/31/2017
Activity	8		X			12/31/2017	12/31/2017

All approved MESA students completed the college's START, orientation and SEP development process, and all students participated in MESA's welcome workshop. All MESA students receiving priority registration have a current SEP on file pertaining to a STEM major.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE

DISTRICT:	Allan Hancock JCCD
COLLEGE:	Allan Hancock College
GRANT NUMBER:	16-109-001

CONTACT NAME: Regina M. Smith EMAIL: rsmith@hancockcollege.edu PHONE: (805)922-6966 x 3842 FAX: _____

Final Report Expenditure Budget Summary (Cumulative)

Check One: Cumulative from July 1, 2016 – December 31, 2017 July 1, 2017 - January 31, 2018

When entering dollar amounts, round off to nearest dollar.

Object of Expenditure	Classification	Line	Project Approved Budget	Project Funds Expended	District Match Funds Expended (1)	Other Source Expended (2)	Other Source Expended (3)	Other Source Expended (4)	Total
1000	Instructional Salaries	1	11,000	11,049	43,763				54,812
2000	Non-instructional Salaries	2	19,500	22,437	41,717				64,154
3000	Employee Benefits	3	346	377	27,444				27,821
4000	Supplies and materials	4	31,208	27,727					27,727
5000	Other Operating Expenses & Services	5	4,843	5,307					5,307
6000	Capital Outlay	6							
7000	Other Outgo	7	8,000	8,000					8,000
Total Direct Costs		8	74,897	74,897	112,924				187,821
Total Indirect Costs (4% of Line 8) See specific RFA		9	2,996	2,996					2,996
Total Program Costs		10	77,893	77,893	112,924				190,817

1 District General Fund (100% match percentage requirement). Line-item match not required.

2 Provide an Expenditure Detail Sheet for each funding source by category.

Project Director Signature: [Signature]

Date: 1/30/18

District Chief Business Officer Signature: [Signature]
(or Authorized Designee)

Date: 1/30/18

FOR CHANCELLOR'S OFFICE USE ONLY	
Grants and Contracts Unit Approval Signature: _____	Date: _____
Project Monitor Approval Signature: _____	Date: _____

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

4. Expenditure Budget Detail Sheet

Object of Expenditure	Classification	Project Funds Expended	District Match Fund Expended	Other Sources Expended
1210	Counselor		43,763	
1410	PT Non-Instructional/Sub	950		
1430	FT Non-Instr Ovrld/Ext Asg	10,099		
2110	Classified Bargaining Unit	5,297	41,717	
2320	Classified Overtime	1,135		
2340	Student Workers	3,845		
2430	Student Tutors	12,160		
3000	Employee Benefits	377	27,444	
4310	Instructional Supplies	10,016		
4520	Office/Operational Supplies	5,709		
4540	Printing	560		
4552	Award Banquet Supplies	3,073		
4640	Field Trips	6,155		
4710	Food Supplies	2,214		
5210	Off-Site Conference	5,080		
5310	Dues & Memberships	200		
5870	Postage/Express Service	27		
7611	Misc Payments to/for Students	8,000		
	Total Direct Cost	74,897	112,924	
	Total Indirect Cost (4%) See specific RFA	2,996		
	Total Program Cost	77,893	112,924	

5. Project Evaluation

B. Identify those activities that were not effective in reaching the goals and outcomes of the project and what might be done to improve the program.

1. More funding is needed to sustain effective book loan programs.
2. More funding is needed to provide leaderships and scholarships opportunities for our students.
3. More funding is needed to provide our students with quality university and industry tours outside of our local area.
4. The student pipeline between M CCP, MEP and MSP needs to be strengthened.
5. MEP needs to be expanded to serve all majors that M CCP does.

C. Indicate if this evaluation was conducted by a project staff member or an outside evaluator. Identify the person responsible for conducting the evaluation.

Please check one:

Outside Evaluator *Staff Evaluator*

Evaluator Information:

Name: *Christine Reed*
Title: *MESA Counselor/Coordinator*
Organization: *Allan Hancock College*
Telephone No.: *(805) 922-6966 ext. 3348*
Fax: *((805) 922-9137*
E-Mail: *creed@hancockcollege.edu*

6. Project Recommendations

- A. Identify specific recommendations regarding this project. Take into consideration those who may wish to replicate this project within their own district and/or college, i.e., required personnel, facility space, materials, equipment, lead time in planning efforts, community and/or business support, institutional support, etc.

In September 2009, a faculty counselor assumed the responsibilities of the program director. In this capacity, she was able to not only able to meet the administration needs of the program, but provide transfer counseling to all MESA students onsite in the center. This allows for consistency in educational planning, academic tracking, and student/counselor rapport. By having a counselor, who has been a member of the Student Services team for many years, move to MESA, it has been a creative and effective way for these two divisions (the MESA program is under the direction of the Dean, Academic Affairs, Mathematical, Life, Physical, and Social Sciences) to collaborate and work together. The MESA Counselor/Coordinator now reports to the Dean, Academic Affairs, but regularly attends Counseling Department meetings and continues to serve on Student Services committees and tasks forces.

With the addition of a STEM Center on our campus, it has allowed the college to expand services to all STEM students. However, it has taken careful communication and collaboration to help students understand the similarities and differences between the STEM Center and the MESA program. The two programs worked together to provide seamless services to students within grant regulations. Fortunately, the staff of both programs works very well together, and will eventually be in one location for the benefit of STEM/MESA students.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

7. MESA Student Outcomes – Report for all MESA Students

A. Total Number MESA Students Served: 171

B. MESA Student Ethnicity – enter the number of students per ethnic identifier:

Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
African-American	4	Latino/Mexican American	124	Spanish Indian	1
Asian-American	5	Native American	3	Middle Eastern	1
Asian Pacific-Islander	8	White-Caucasian	25	Other: _____	

C. MESA Students | First-Time and Returning/Continuing

- Number of First-time MESA students: 76
- Number of Returning/Continuing MESA students: 95

D. MESA Student Majors – Total for New and Continuing Students

Major	No.	Major:	No.	Major	No.
Biochemistry	7	Environmental Engineering	2	Constr. Mngmt.	1
Biology	20	Aerospace Engineering	6	Other: _____	
Civil Engineering	4	Architecture	9	Other: _____	
Computer Engineering	11	Soil Science	2	Other: _____	
Computer Science	25	Animal Science/Pre-vet	1	Other: _____	
Electrical Engineering	16	Kinesiology	2	Other: _____	
Mathematics	10	Chemistry	4	Other: _____	
Mechanical Engineering	23	General Engineering	7	Other: _____	
Physics	2	Chemical Engineering	2	Other: _____	
Sciences	6	Biomedical Engineering	6	Other: _____	
Teacher	4	Industrial Engineering	1	Other: _____	

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

E. Transfer Information

Total MESA Students Transferred: 26

STUDENT NAME AND STUDENT COLLEGE ID	TRANSFER INSTITUTION	MAJOR	REPORT FIRST TERM OF ACCEPTANCE	REPORT ENTRY MATH AND ENGLISH LEVEL (use algebra, calculus, ESL, college English, etc.)
James Chavez H20015685	Cal Poly SLO	Computer Science	S2016	MATH 131 ENGL 101
Jenny Chiao H20014532	Cal Poly SLO	Electrical Engineering	F2013	MATH 131 ENGL 101
Bryant Cisneros H20027734	Cal Poly SLO	Mechanical Engineering	F2013	MATH 331 ENGL 513
Fredy DeLaMora H20018870	Cal Poly SLO	Mechanical Engineering	F2014	MATH 331 ENGL 513
George Del Pozo H01098260	UC Davis	Biology	F2016	MATH 311 ENGL 511
Alejandro Dino H20003420	Cal State Fresno	Kinesiology	F2014	MATH 123 ENGL 101
Justin Engwall H01059986	Cal Poly SLO	Computer Science	F2015	MATH 321 ENGL 101
Emilliano Escamilla H20062530	UC San Diego	Biochemistry	U2016	MATH 141 ENGL 101
Dante Gamble H20039321	Cal Poly SLO	Recreational Mngt/Comp Sci	F2013	MATH 331 ENGL 514
Ernesto Garcia H01172260	Cal State Fresno	Electrical Engineering	F2011	MATH 331 ENGL 300
Allan Gomez H01092576	Cal Poly SLO	Computer Science	F2014	MATH 131 ENGL 512
Jack Henry H01074616	Cal Poly SLO	Biochemistry	S2014	MATH 311 ENGL 101
Gabriel Leonides H20051270	Cal Poly SLO	Electrical Engineering	F2014	MATH 141 ENGL 101

Jessica Lorena H20062646	Cal Poly SLO	Mechanical Engineering	F2015	MATH 181 ENGL 101
Juan Macias H20062588	San Jose State	Computer Science	F2015	MATH 331 ENGL 513
Brian Santa Maria Maldonado H20062361	Cal Poly SLO	Electrical Engineering	F2015	MATH 181 ENGL 101
Elvia Martinez-Lopez H20031557	US San Diego	Biology	F2015	MATH 141 ENGL 101
Lilia Mendez H20030020	Arizona State	Software Engineering	S2014	MATH 182 ENGL 101
Cesar Morales H20027278	Cal Poly SLO	Civil Engineering	F2014	MATH 141 ENGL 101
Cherise Nunez H01004035	Colorado State, Pueblo	Biology	S2016	MATH 311 ENGL 101
Aurora Paz H20051692	Cal Poly SLO	Computer Science	U2016	MATH 141 ENGL 101
Ricardo Ramirez H01073927	Cal State East Bay	Biology/Communications	F2015	MATH 331 ENGL 101
Manuel Ramos H20023278	Cal Poly SLO	Nutrition Science	U2016	MATH 141 ENGL 101
Hernan Rodriguez H20062097	Cal Poly SLO	Industrial Engineering	F2015	MATH 141 ENGL 101
Julian Rojas-Najera H00753153	UC Berkeley	Mathematics	F2015	MATH 331 ENGL 101
Araceli Vasquez-Angon H20029158	UC San Diego	Biochemistry	F2014	MATH 182 ENGL 101
Anthony Wentz H20033051	Cal Poly SLO	Architecture/Landscape	F2012	MATH 331 ENGL 101

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

8. ASEM Student Outcomes – Report only if you serve ASEM Students

ASEM Reminder: These are students with demonstrated Achievement in a Science, Engineering, or Mathematics major with an intent to transfer to a four-year college or university but does not fully meet the MESA eligibility criteria. These data are collected to demonstrate unmet workload measures performed by MESA Directors and staff to support future funding requests and opportunities. Note: Aligns with MIS Data Element SG05..

A. Total Number ASEM Students Served: 22

B. ASEM Student Ethnicity – enter the number of students per ethnic identifier:

Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
African-American		Latino/Mexican American	11	Other: _____	
Asian-American	3	Native American		Other: _____	
Asian Pacific-Islander	4	White-Caucasian	4	Other: _____	

C. ASEM Students | First-Time and Returning/Continuing

- Number of First-time ASEM students: 10
- Number of Returning/Continuing ASEM students: 12

D. ASEM Student Majors – Total for New and Continuing Students

Major	No.	Major:	No.	Major	No.
Biochemistry	1	Other: _____		Other: _____	
Biology	4	Architecture	3	Other: _____	
Civil Engineering	2	Biomedical Engineering	1	Other: _____	
Computer Engineering		Chemical Engineering	1	Other: _____	
Computer Science	3	Other: _____		Other: _____	
Electrical Engineering	2	Other: _____		Other: _____	
Mathematics	1	Other: _____		Other: _____	
Mechanical Engineering	2	Other: _____		Other: _____	
Physics	1	Other: _____		Other: _____	
Science	1	Other: _____		Other: _____	
Teacher		Other: _____		Other: _____	

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: ALLAN HANCOCK JCCD
COLLEGE: ALLAN HANCOCK COLLEGE
GRANT NUMBER: 16-109-001

E. ASEM Transfer Information

Total ASEM Students Transferred: 4

STUDENT NAME AND COLLEGE STUDENT ID	TRANSFER INSTITUTION	MAJOR	MESA CRITERIA NOT MET (Identify which criteria were not met)	
			EDUCATIONAL	FINANCIAL
Taylor Harms	Cal Poly SLO	Civil Engineering	X	
Devin Perea	Cal Poly SLO	Business/Engineering	X	
Edson Ribeiro Jr	Cal Poly SLO	Electrical Engineering	X	
Maryam Vahdati	Arizona State, Tempe	Computer Science	X	

Provide additional pagers as needed.

APPENDIX B

MESA/STEM Tutoring Schedules

MESA/STEM Review Session and Organized Study Groups Schedules

MESA Your “to do” List Letter

MESA/ STEM/Bridges Workshop & Activities Schedules

MESA Welcome Workshop Presentation

ENGR 100 Syllabus

STEM 100 Syllabus

MESA/STEM Brochure

MESA Program Application Website page

UCSB NSF REU Letter of Support

MESA/STEM Academic Success Center Fundraising Campaign Poster

UTC Advisory Board Meeting Agendas

TUTORING SCHEDULE for the MESA/STEM Center Fall 2017 Schedule *(Subject To Change)*

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10:00	Bianca (W-22) Rod (W-21)	Nic (W-21)	Bianca (W-21) Rod (W-22)	Sam (W-22) Nic (W-21)	Sam (W-21)
10:00	11:00	Bianca (W-22) Rod (W-21)	Nic (W-21)	Bianca (W-21) Rod (W-22)	Sam (W-22) Nic (W-21)	Sam (W-21)
11:00	12:00	Bianca (W-22) Rod (W-21)		Bianca (W-21) Rod (W-22)	Sam (W-22)	
12:00	1:00	Bianca (W-22) Rod (W-21)	Jelani (W-21)	Bianca (W-21) Rod (W-22)		
1:00	2:00	Bianca (W-22) Rod (W-21) (1:30pm) Catherine (W-22), Jelani (W-21)	Jelani (W-21)	Bianca (W-21) Rod (W-22) (1:30) Catherine (W-22)		Sam (W-22)
2:00	3:00	Catherine (W-22) Jelani (W-21) Corey (W-22; 2:30)	David (W-21) Miguel (W-22 2:30)	Catherine (W-22) Sam (W-22) Corey (W-21; 2:30)	David (W-21) Miguel (W-22) (2:30)	Sam (W-22)
3:00	4:00	Catherine (W-22) Jelani (W-21) Corey (W-22)	David (W-21) Miguel (W-22)	Catherine (W-22) Sam (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	Sam (W-22)
4:00	5:00	Catherine (W-22) Jelani (W-21) Corey (W-22)	David (W-21) Miguel (W-22)	Catherine (W-22) Sam (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	
5:00	6:00	Catherine (W-22) Jelani (W-21) Corey (W-22)	David (W-21) Miguel (W-22)	Catherine (W-22) Sam (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	

Rod PHYS 110, 161, 163

Sam M. CS 111

Bianca CHEM 150, 151 BIOL 100, 150

Jelani CS 111, 112, 161

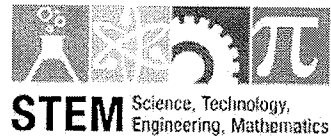
Catherine BIOL 100, 124, 125, 128, 150 CHEM 150

Miguel BIOL 100, 124, 125

David PHYS 110, 161, 163 ENGR 152 161

Corey PHYS 110, 161, 163

Nic PHYS 110, 161, 163



TUTORING SCHEDULE for the MESA/STEM Center Spring 2018 Schedule *(Subject To Change)*

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10:00	Miguel (W-22)	Nic (W-21) Bianca (W-22)	Miguel (W-22)	Nic (W-21) Bianca (W-22)	Mason (W-22)
10:00	11:00	Miguel (W-22)	Nic (W-21) Bianca (W-22)	Miguel (W-22)	Nic (W-21) Bianca (W-22)	Mason (W-22)
11:00	12:00	Mason (W-22) Rod (W-21)	Jelani (W-21) Bianca (W-22)	Mason (W-22) Rod (W-21)	David (W-21) Bianca (W-22)	Mason (W-22)
12:00	1:00	Mason (W-22) Rod (W-21)	Jelani (W-21) Bianca (W-22)	Mason (W-22) Rod (W-21)	David (W-21) Bianca (W-22)	Mason (W-22)
1:00	2:00	Mason (W-22) Rod (W-21) Jelani 1:30 (W-21)	Bianca (W-22) Jelani (W-21)	Mason (W-22) Rod (W-21) Jelani 1:30(W-21)	David (W-21)	Mason (W-22)
2:00	3:00	Rod (W-21) Jelani (W-22) Catherine (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	Rod (W-21) Jelani (W-22) Catherine (W-22) Corey (W-21)	Catherine (W-22)	
3:00	4:00	Rod 3:30 (W-21) Jelani (W-22) Catherine (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	Rod 3:30 (W-21) Jelani (W-22) Corey (W-21) Catherine (W-22)	Catherine (W-22)	
4:00	5:00	Jelani (W-22) Catherine (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	Jelani (W-21) Corey (W-21) Catherine (W-22)	Catherine (W-22)	
5:00	6:00	Jelani (W-22) Catherine (W-22) Corey (W-21)	David (W-21) Miguel (W-22)	Jelani (W-21) Corey (W-21) Catherine (W-22)	Catherine (W-22)	

Rod PHYS 110, 161, 162

Sam M. CS 111, 112, 131 PHYS 110, 161

Bianca CHEM 150, 151 BIOL 100, 150, 154 ENGR 170

Jelani CS 111, 112, 131 PHYS 110

Catherine BIOL 100, 124, 125, 128, 150 CHEM 150, 151

Miguel BIOL 100, 124, 125, 154 CHEM 120, 150

David PHYS 110, 161, 162 ENGR 154, 156, 170

Nic PHYS 110, 161, 162 ENGR 170

Mason CHEM 120, 150

Corey PHYS 110, 161, 162 ENGR 170 3/30/2018

TUTORING SCHEDULE for the MESA/STEM Center Fall 2018 Schedule (Subject To Change)

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10:00		(8:30am) Catherine (W-22)			
10:00	11:00		Catherine (W-22)		(10:30am) Catherine (W-22)	
11:00	12:00	Rod (W-21)	Catherine (W-22)	Rod (W-21)	Catherine (W-22) Andy 11:30 (W-21)	
12:00	1:00	Rod (W-21)	Catherine (W-22) David (W-21)	Rod (W-21)	Catherine (W-22) (12:30) Andy (W-21)	
1:00	2:00	Rod (W-21)	David (W-21)	Rod (W-21)	Andy (W-21)	David (W-21) Andy 1:30 (W-21) Mason (W-22)
2:00	3:00	Rod (W-21) Corey (W-21)	David (W-21)	Rod (W-21) Corey (W-21)	Andy (W-21)	David (W-21) Andy (W-21) Mason (W-22)
3:00	4:00	Rod (W-21) Corey (W-21) Issac (W-22)	Mason (W-22) David (W-21)	Rod (W-21) Corey (W-21) Issac (W-22)	Mason (W-22) Andy 3:30 (W-21)	Andy (W-21) David (W-21) Mason (W-22)
4:00	5:00	Corey (W-21) Issac (W-22)	Mason (W-22) David (W-21) Kevin (W-22 4:45)	Corey (W-21) Issac (W-22)	Mason (W-22) Kevin (W-22 4:45)	
5:00	6:00	Corey (W-21)	Mason (W-22) David (W-21) Kevin (W-22)	Corey (W-21)	Mason (W-22) Kevin (W-22)	

Catherine BIOL 124, 128, 150 CHEM 150, 151

Mason CHEM 120, 150, 151 PHYS 110, 141, 161

Corey: PHYS 110, 161, 163

David PHYS 110, 161, 163 ENGR 152, 161

Rod PHYS 110, 161, 141

Andy CS 111, 112 PHYS 110

Issac BIOL 100, 124, 125

Kevin PHYS 110, 141, 161, 163 ENGR 152, 161

Fall 2017 MESA Course Review Sessions

For more information call 805.922.6966 x3557 or go to <http://www.hancockcollege.edu/mesa> (schedule subject to change)

CLASS	Facilitator	Instructors	Format	Day/Time of Session	Location
PHYS 161	Sam	Metaxas	Review Session	Fridays 3:30pm-4:30pm	W-31
PHYS 163	Corey	Jorstad	Review Session	Wednesday 5:00pm-6:00pm	W-21
BIOL 128	Catherine	Lennihan	Review Session	Tuesdays 6:00pm-7:00pm Wednesdays 6:00pm-7:00pm	W-22
BIOL 150	Catherine	Brannon	Review Session	Thursdays 6:00pm-7:00pm	W-22
BIOL 155	Miguel	Fox	Organized Study Group	Wednesdays 4:00pm-5:00pm	M-136
CHEM 180	Lisa	Nouri	Organized Study Group	Tuesdays 4:00pm-5:00pm	W-23
CS 131	Sam	Reinwald	Review Session	Fridays 2:00pm-3:00pm	W-31
ENGR 161	Grecia	Dal Bello	Organized Study Group	Mondays 1:00pm-2:00pm	W-21
ENGR 152	Mary	Dal Bello	Organized Study Group	Tuesday 4:30pm-5:30pm Thursday 2:00pm-3:00pm	W-18
CHEM 151	Miguel	Madrid	Review Session	Wednesdays 3:00pm-4:00pm	M-136
ANTRHO 101	Ashley	Stokes	Review Session	Wednesday 2:30pm-3:30pm	M-430

Spring 2018 MESA Course Review Sessions

For more information call 805.922.6966 x3557 or go to <http://www.hancockcollege.edu/mesa> (schedule subject to change)

CLASS	Facilitator	Instructors	Format	Day/Time of Session	Location
PHYS 161	Sam	Jorstad	Review Session	Fridays ; 4:00pm-5:00pm	W-26
PHYS 162	Corey	Metaxas	Review Session	Wednesdays ; 5:00pm-6:00pm	W-21
BIOL 128	Catherine	Lennihan	Review Session	Tuesdays ; 12:30pm-1:30pm	M-136
BIOL 150	Catherine	Brannon	Review Session	Tuesdays ; 1:30pm-2:30pm	M-136
BIOL 154	Maria	Perry	Organized Study Group	Tuesdays ; 1:30pm-2:30pm	W-21
CHEM 181	Lisa	Nouri	Organized Study Group	Wednesdays ; 8:00am-9:00am	W-18
ENGR 154	David	Dal Bello	Review Session	Tuesdays; 5:00pm-6:00pm	W-21
ENGR 156	David	Dal Bello	Review Session	Tuesdays; 5:00pm-6:00pm	W-21
ENGR 170	Nicholas	Dal Bello	Review Session	Tuesdays : 1:00pm-3:00pm	W-18
CHEM 140	Miguel	Ahler	Organized Study Group	Wednesdays ; 5:00pm-6:00pm	M-136
ANTRHO 101	Ashley	Stokes	Review Session	Wednesdays ; 2:30pm-4:30pm	W-31

Fall 2018 MESA Course Review Sessions

For more information call 805.922.6966 x3557 or go to <http://www.hancockcollege.edu/mesa> (schedule subject to change)

CLASS	Facilitator	Instructors	Format	Day/Time of Session	Location
PHYS 161	Mason	Youngblood	Review Session	Fridays; 9:00am-10:00am	W-31
PHYS 163	Corey	Jorstad	Review Session	Wednesdays; 2:00pm-3:00pm	W-21
BIOL 128	Catherine	Lennihan	Review Session	Thursdays; 9:30am-10:30am	M-136
BIOL 150	Catherine	Brannon	Review Session	Thursdays; 1:00pm-2:00pm	M-136
BIOL 155	Kaitlyn	Fox	Organized Study Group	Mondays; 5:00pm-6:00pm	M-136
CHEM 180	Mason	Nouri	Organized Study Group	Tuesdays; 11:00am-12:00pm	W-21
CS 161	Sammy	Pavone	Organized Study Group	Tuesdays; 2:00pm-3:00pm	W-21
ENGR 161	David	Dal Bello	Review Session	Tuesdays; 5:00pm-6:00pm	W-21
ENGR 152	David	Dal Bello	Review Session	Tuesdays; 5:00pm-6:00pm	W-21

June 30, 2018

Dear _____,

The MESA Program at Allan Hancock College is here to assist you in achieving your educational goals. As an academic support program, it is **our** responsibility to provide you with a wide variety of services and activities designed to foster your academic achievement and increase your success. As a MESA Program student with access to the program's services, it is **your** responsibility to meet the requirements of MESA, utilize the resources and services established to assist you in academic success, and maintain a GPA standard consistent with university admission requirements.

We have recently completed our annual review of your academic progress and MESA program compliance. Program requirements and GPA standards will be enforced. If you do not take action on your "to do" list below, unfortunately, we may have to remove you from the program. Please review your "to do" list below and follow through with your MESA responsibilities. We want to serve you the best we can and need you to do your part in achieving the mutual goals of the program.

Your "to do" list (only the items checked pertain to you, and the last three items pertain to everyone):

- Successfully complete* ENGR 100 or STEM 100 by the **end of: fall 2018 term spring 2019 term**.
*Grade of C or better
- Make an appointment in the MESA Center to update your Student Education Plan (SEP) by **September 28, 2018**. Call the MESA Center at (805)922-6966 ext. 3446 to schedule the appointment.
- Make an appointment in the MESA Center to review your academic progress, declared major and educational goals by **September 14, 2018**. Call the MESA Center at (805)922-6966 ext. 3446 to schedule the appointment.
- Make an appointment in the MESA Center **by September 14, 2018** to discuss your current GPA and review strategies to address substandard grades. Call the MESA Center at (805)922-6966 ext. 3446 to schedule the appointment.
- Provide the MESA Center with 2017/2018 BOGG eligibility proof **by September 7, 2018**. Required for all MESA students annually.
- Call the MESA Center **by August 31, 2018** at (805) 922-6966 ext. 3446 to notify us if you are no longer enrolled at Allan Hancock College and/or discuss your education status.
- Call the MESA Center **by August 31, 2018** to update any changes in your address, phone numbers or email address.

Hope you are having a great summer. We look forward to seeing you soon. Please let us know how we can better assist you in achieving your educational and career aspirations.

FALL 2017 STEM/MESA/BRIDGES WORKSHOPS & ACTIVITIES

September 2017

Sun	Mo	Tue	We	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Sun	Mo	Tue	We	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

Sun	Mo	Tue	We	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

Sun	Mon	Tue	We	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- Sept. 1— TAG! You're In Workshop (1:30pm-2:00pm; A-103)
- Sept. 6— Bulldog BOW WOW (9:30am-1:30pm; Santa Maria Campus Commons Area)
- Sept. 6— TAG! You're In (3:00pm-4:30pm; A-103)
- Sept. 13— UC Admission Application Personal Insight Question Workshop (3:00pm-4:30pm; A-103)
- Sept. 14— TAG! You're In Workshop (4:00pm-5:30pm; A-103)
- Sept. 14— STEM Academic Strategies: Setting yourself up for success (4:00pm-5:00pm; W-18)
- Sept. 19— TAG! You're In (10:00am-11:30am; A-103)
- Sept. 25— TAG! You're In (12:00pm-1:30pm; A-103)
- Sept. 26— UC Berkeley Transfer Excellence Summer Program Pizza and Info Session (12:00pm-1:00pm; W-22)
- Sept. 27— STEM Summer Internship Strategies (5:30pm-6:30pm; M-430)
- Sept. 29— UCSB STEM Student Welcome Field Trip, For more information the MESA Center at ext. 3446 (8:00am-5:00pm)
- Oct. 9— Scholarship Strategies for STEM Students (9:00am-10:00am; G-106B)
- Oct. 11-15— Field Studies in Eastern Sierra Nevada. Add PHSC 199 by Sept 27th
- Oct. 27— UC Admission Application Personal Insight Question Workshop (3:00pm-4:00pm; W-26)
- Oct. 27-29— MESA Leadership Conference Los Angeles (by invitation only)
- Oct. 31— University Transfer Day! Take this chance to talk to university reps from around the country, about what their schools programs have to offer you! (10:30am-1:30pm; Santa Maria Campus Commons)
- Nov 3— SB Foundation Scholarship workshop (12:30pm-1:30pm; W-18)
- Nov. 7— Visit to Engineering 301 at CPSLO (4:30pm-9:00pm) Sign ups in MESA
- Nov. 17— Bridges to the Baccalaureate Fall Symposium. (1:00pm-3:00pm; G106)
- Dec. 8— Industry/Campus Tour: **HAAS Automation** www.haascnc.com & CSUCI (7:30am-6:00pm) ; Contact STEM or MESA for sign up information

UC/CSU Application Workshops

- Oct. 3— CSU Application Workshop (2:00pm-4:00pm; G-106B)
- Oct. 11— CSU Application Workshop (5:00pm-7:00pm; M-430)
- Oct. 26— CSU Application Workshop (11:00am-1:00pm; A-103)
- Nov. 3— UC/CSU Application Workshop (11:00am-1:00pm; W-18)
- Nov. 14— UC/CSU Application Workshop (2:00pm-4:00pm; G-106B)

CSU/UC applications due November 30, 2017

Bridges
to the
Baccalaureate



Bridges to the Baccalaureate
Bldg. W-11 (805) 922-6966 x3658
fcardona@hancockcollege.edu

MESA Mathematics
Engineering
Science
Achievement

MESA
Bldg. W-21 (805) 922-6966 x3446
dmathieu@hancockcollege.edu



STEM Science, Technology,
Engineering, Mathematics
STEM Center

Bldg. W-22 (805) 922-6966 x3557
stem@hancockcollege.edu

**ALLAN
HANCOCK
COLLEGE**

SPRING 2018 STEM/MESA/BRIDGES WORKSHOPS & ACTIVITIES

FEBRUARY 2018

Su	Mo	Tu	We	Th	Fri	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2018

Su	Mo	Tu	We	Th	Fri	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2018

Su	Mo	Tu	We	Th	Fri	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2018

Su	Mo	Tu	We	Th	Fri	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Jan 17—**ESTEEM UCSB Campus Tour** Sign ups in MESA Center
- Feb 2—**Internship Workshop for STEM Students** (1:30pm-2:30pm; W-18)
- Feb 8—**Professional Skills Development** In Collaboration with Cal Poly SLO (6:00pm-8:00pm; M-438)
- Feb 9—**Financial aid and Scholarship workshop for STEM Transfers** (1:00pm-2:30pm; W-18)
- Feb 13—**PIPELINES Internship Application Workshop** (4:00pm-5:00pm; W-18)
- Feb 20-23—**MESA/STEM Spring Welcome & Engineering Week** Stop by the STEM & MESA Centers for activities all week
- Feb 21—**Allan Hancock College Foundation Scholarship Due**
- March 1—**Recognizing and Managing Burnout** (5:00pm-6:00pm; W-18)
- March 3—**MESA Day UCSB** for more information visit MESA/STEM Center
- March 16-17—**Silicone Valley Women in Engineering Conference**
- March 19-23—**Spring Break**
- March 19—**SESMC Cal Poly Campus Tour**: Contact MESA ext 3446 for sign ups.
- March 21-22—**National Ignition Facility Tour** Contact MESA ext. 3446 for sign ups, Sign ups due February 15th
- April 4—**Makerspace Liquid Nitrogen Ice Cream** in Collaboration with AHC Library (Library Front Patio, Starting at 12pm)
- April 6—**BttB Ethics Seminar** (1:00pm-3:00pm; G-106)
- April 6-8—**MESA leadership conference Happy Valley Santa Cruz California** By invitation only
- April 13—**Scholarship Strategies for STEM Students** (2:30pm-3:30pm; W-18)
- May 4—**Friday Night Science**: Free & open to the community. More information? Contact ext. 3836.
- May 11—**MESA/STEM Student Recognition Reception**. Come celebrate your AHC MESA/STEM transfer students. For tickets or more information contact Dorine Mathieu ext. 3446
- May 24—**AHC Foundation Scholarship Awards Banquet**. For more information, contact: Toni McCracken at ext. 3647.
- May 25—**Commencement Ceremonies**
- May 30-31—**Intuitive Surgical Systems and UC Berkeley Industry/Campus Tour**
- June 7th—**PA²T^H Network Mixer** for more information contact MESA at ext. 3664

*For students who are planning on transferring Fall 2018 & want to know all of the next steps to successfully transition from AHC to the four-year university, please attend the UTC Next Steps workshop! Mandatory attendance of one session for MESA transfer students.

Bridges
to the
Baccalaureate

Bridges to the Baccalaureate
Bldg. W-11 (805) 922-6966 x3658
fcardona@hancockcollege.edu



MESA
Bldg. W-21 (805) 922-6966 x3446
dmathieu@hancockcollege.edu



STEM
Science, Technology,
Engineering, Mathematics
STEM Center
Bldg. W-22 (805) 922-6966 x3557
stem@hancockcollege.edu



FALL 2018 STEM/MESA/BRIDGES WORKSHOPS & ACTIVITIES

September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Sept. 4— TAG Workshop (4:30pm-6:00pm; A-103)
- Sept. 5— Bulldog BOW WOW (9:30am-1:30pm; Santa Maria Campus Commons Area)
- Sept. 13— TAG Workshop (12:00pm-1:30pm; A-403)
- Sept. 13— MESA/STEM Student Success "Start Here!" (5:00pm-6:30pm; G-106) Mandatory for MESA students
- Sept. 19— TAG Workshop (2:00pm-3:30pm; A-403)
- Sept. 21— STEM Academic Strategies: Setting yourself up for success (1:00pm-2:30pm; W-23)
- Sept. 28— UCSB STEM Student Welcome Field Trip, For more information contact the MESA Center at ext. 3446 (8:00am-5:00pm)

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Oct. 1— FAFSA Opens
- Oct. 5-6 MESA Leadership Conference Los Angeles (by invitation only)
- Oct. 12— UC Admission Application Personal Insight Question Workshop (1:00pm-2:00pm; W-23)
- Oct. 19— Scholarship Strategies for STEM Students (1:00pm-2:00pm; W-23)
- Oct. 17-21— Field Studies in Eastern Sierra Nevada. Add PHSC 199 by Oct 3rd
- Oct. 30— University Transfer Day! Take this chance to talk to university reps from around the country, about what their schools programs have to offer you! (10:30am-1:30pm; Santa Maria Campus Commons)

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- Nov. 2— Hancock Foundation Scholarship Application Opens
- Nov. 9— SB Foundation Scholarship workshop (12:00pm-1:00pm; W-18)
- Nov. 9— UC Admission Application Personal Insight Question Workshop (1:30pm-2:30pm; W-23)
- Nov. 16— Bridges to the Baccalaureate Fall Symposium. (1:00pm-3:00pm; G-106)
- Nov. 30— STEM Summer Internship Strategies (1:00pm-2:00pm; W-23)
- Dec. 7— CPSLO Campus Tour/SAES Pure Gas industry tour

UC/CSU Application Workshops

- Oct. 5— UC/CSU Application Workshop (1:00pm-3:00pm; W-23)
- Oct. 10— UC/CSU Application Workshop (5:00pm-7:00pm; W-18)
- Oct. 25— UC/CSU Application Workshop (11:00am-1:00pm; G-106B)
- Nov. 2— UC/CSU Application Workshop (1:00pm-3:00pm; W-23)
- Nov. 13— UC/CSU Application Workshop (10:00am-12:00pm; G-106B)
- Nov. 19— UC/CSU Application Workshop (1:00pm-3:00pm; W-31)

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CSU/UC applications due November 30, 2018

Bridges
to the
Baccalaureate

Bridges to the Baccalaureate
Bldg. W-11 (805) 922-6966 x3658
fcardona@hancockcollege.edu

 **MESA**
Mathematics
Engineering
Science
Achievement

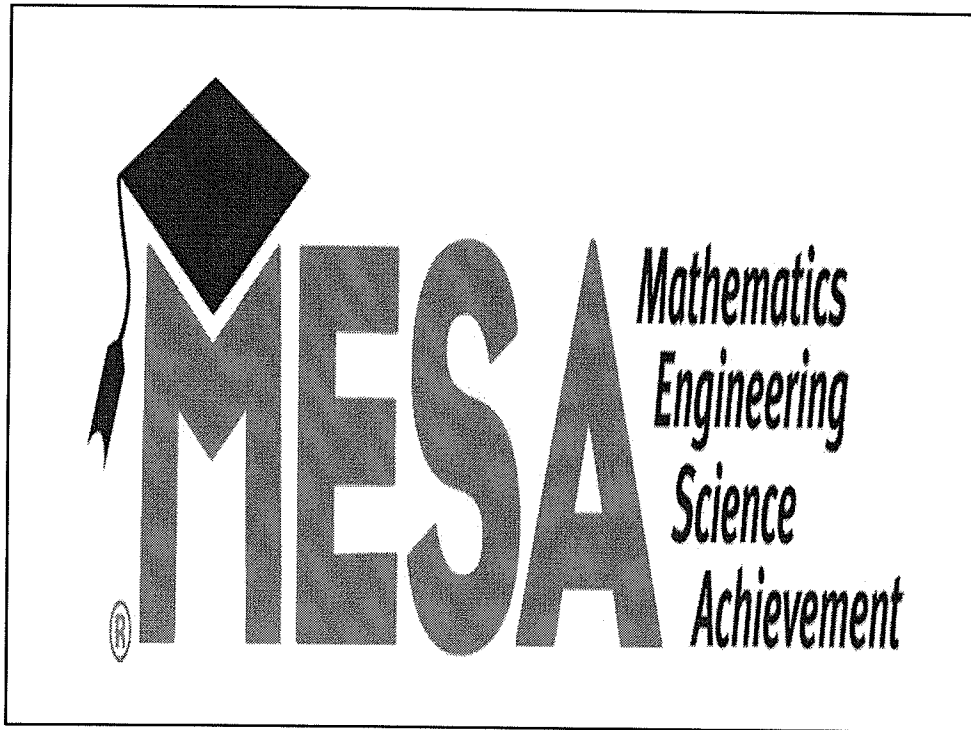
MESA
Bldg. W-21 (805) 922-6966 x3446
dmathieu@hancockcollege.edu



STEM Science, Technology,
Engineering, Mathematics

STEM Center
Bldg. W-22 (805) 922-6966 x3557
stem@hancockcollege.edu

 **ALLAN
HANCOCK
COLLEGE**



Welcome to MESA

- Who are we?
- Who are you?
- What is MESA?
 - Focus is on academic achievement
 - 49 year history in the state
 - 18 years at AHC
 - 200+ students

Services to You

- Book loans
- Scholarship assistance
- Internship assistance
- Priority registration
- University transfer facilitation
- Field trips to universities and industry
- Leadership opportunities and conferences
- Dedicated counselor and related services
- Workshops designed to help you succeed
- Early alert through academic progress reports
- Awards and recognition of achievements
- Competitions and service opportunities
- Dedicated study center including lockers and mini kitchen
- Tutoring, review sessions, and organized study groups
- Networking (statewide, nationally, regionally, within our community, and college-wide), peer groups, and help, help, help

Your Responsibilities as a MESA Student

- Attend events and workshops (at least 3 per term)
- Pull the Grades!
- Uphold academic integrity and honesty
- Ask for help if you need it – persist!
- Stay connected and get involved (engage – you get out of it, what you put into it)
- Communicate and read your email daily
- Follow your S.E.P. and update regularly
- Respect the study center environment
- Check the MESA website regularly
- Make regular appointments with MESA Counselor
- Contract requirements
 - ENGR 10 0 or STEM 100
 - You will receive a progress review letter each year – attend to your requirements

Questions?

- MESA Center Hours
 - Monday thru Wednesday: 9AM – 6PM
 - Thursday: 9AM – 5PM
 - Friday: 9AM – 2PM
- Christine Reed: creed@hancockcollege.edu
- Dorine Mathieu: dmathieu@hancockcollege.edu
- Phone number: 922-6966 ext. 3446
- Location: W21

ENGR 100: *Intro to Engineering*

Fall 2018 — Allan Hancock College
Room M-212 • 1.0 Unit

CRN: 21498: **TUESDAYS** 1:00–1:50 pm

CRN: 20279: **TUESDAYS** 4:30–5:20 pm

<http://www.ah-engr.com/engr100>

All information subject to change.

Instructor..... D.J. Dal Bello, Professor
email..... ddalbello@hancockcollege.edu

Voicemail..... 922-6966 x3498

Office Hours (Subject to change)

M & W... 3:45pm – 4:45pm (2×1 hr)

Tu 11:00am –12:30pm (1.5 hr)

Th 2:00pm – 3:30pm (1.5 hr)

or **by appointment**

COURSE PURPOSE	To Enhance Your Success as a STEM (Science, Technology, Engineering, Math) Student.
REQUIRED TEXT	<i>Studying Engineering: A Road Map to Success</i>, 4th edition (brown cover), Raymond Landis, Discovery Press, 2013; ISBN: 978-0-9793487-4-7. Handouts to be distributed in class/posted online.
SOFTWARE	Internet browser (to access web site). Microsoft <i>Word</i> or other word-processing program (required). All homework must be done using a word-processing program, and follow the formatting specifications given on Pages 4 and 5 of this document. It is highly recommended that you obtain a working knowledge of <i>Word</i> and <i>Excel</i> as you move on in your studies and career (for whatever field you end up in).
ADVISORY	Concurrent in <i>English 514</i> or eligibility for <i>English 101</i> .
DATES	First Day Tues., Aug. 21 Last Day Tues., Dec. 4 Final Meeting Period..... CRN 21498: Tues., Dec. 11, 2:00pm–4:00pm CRN 20279: Tues., Dec. 11, 4:30pm–6:30pm

COURSE DESCRIPTION (abridged)

An overview of engineering; also applicable for science, math and architecture majors. Topics include engineering branches and how they relate to science; academic success strategies and planning; employment opportunities and duties; the design process and problem solving.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Explain the basic differences between the various engineering branches, and how these branches relate to fields in science.
2. Describe the engineering design process; i.e., the steps of problem-solving.
3. Describe academic requirements, attitudes, and skills that lead to success in the study of science and of engineering.
4. Create a schedule of courses for their next 2-4 academic terms at AHC (and/or transfer institution).
5. Explain in oral and written forms how a piece of technology works.

GRADE BREAKDOWN (subject to modification)

In-Class Activities.....	15%
Book Assignments.....	55%
SEP Project.....	15%
<u>Design Project</u>	<u>15%</u>
Total.....	100%

GRADE SCALE (subject to modification)

A	≥ 87.5 % of possible points
B	≥ 75.0 %
C	≥ 62.5 %
D	≥ 50 %
F	< 50 %

You must complete and turn in **BOTH** projects to ensure a passing grade, regardless of total score.

INSTRUCTIONAL ACCOMMODATION

If you are a student with a disability and would like to discuss special academic accommodations, please contact your instructor as soon as possible. You must contact the instructor 1 week before any scheduled exam to ensure appropriate scheduling, etc.

GENERAL GUIDELINES

EMAIL AND THE WEB

- Each student should have an active email account for communication and participation in any online activities. Check your email regularly for ENGR100 updates (and other AHC mail).
- By default, your my.hancockcollege.edu account will be used for your primary email address. You may wish to set your preferences so that any email is forwarded to your preferred address.
- The course website www.ah-engr.com/engr100 has announcements, due dates, solutions, links, etc.
- Some online engineering tools are available at www.ah-engr.com.

ATTENDANCE AND PARTICIPATION

- ENGR100 is scheduled to meet 16 times for a total of 16 hours. By enrolling in this class, you have contracted with AHC and your instructor to attend lecture, and to study/work at least 2–3 hours outside of class for every lecture hour.
- **Participation in each class and therefore Attendance is MANDATORY.**
 - Participation/Attendance will be noted at the start of each class meeting (mark the roll sheet, participate in activities and discussions, etc.).
 - In-class participation points will be assigned based on in-class activities, etc. You may miss two activities without penalty (about 13% of the class meetings). For each activity you miss (or do not participate in) beyond 2, your total possible score may be reduced by 5%. However, you should not use 2 freebees to “ditch” class...you may actually need them later in the term for a legitimate reason
- If you miss class, it is your responsibility to arrange for other students to turn in your work on time, have notes taken, get announcements, etc. These are only a few of the many reasons why study groups are important.
- You do not need to contact me if you are going to miss class.
- If you have a **dire emergency** (medical, family emergency, etc.) that requires you to **miss more than one class**, please email me (or leave a voicemail) at the email address (phone number) listed above.
- If you decide to drop the course, it is your responsibility to withdraw prior to the deadlines published in the AHC *Schedule of Classes*.

COURSE CONDUCT

- Class time is to be used for appropriate in-class activities. Other activities are distracting, disruptive, and/or disrespectful. Such activities may cause you to be asked to leave the room.
- **Turn off all cell-phones, etc.,** while in class. Do not disturb the class, else you will be asked to leave. If you are expecting an important call, please put the phone on vibrate or silent mode.
- **Do not text or surf the net in class** (unless asked to by the instructor for class activities).
- Do not read outside materials, do homework (even for this course), etc., during the class period.
- Please display professional attitude and behavior: reliability, respect for and cooperation with colleagues, willingness to work calmly and cordially under difficult conditions, determination to do first-rate work while meeting deadlines, respect for equipment and systems, and appropriate response to constructive criticism.
- Please respect your fellow classmates, guest speakers and instructor. Pay attention to what they have to say. In turn, you should be respected when you wish to speak.
- If you are late, or must leave early, please do so with as little distraction to the class as possible.
- Do not leave trash on tables, in drawers, on the floor, or otherwise dirty the room. You will be penalized if you leave your work area messy.
- Health and Safety Code Regulations prohibit food and drink in the classroom. Please do not eat during class. *Water bottles are OK.*
- AHC Board Policy prohibits children in the classroom.
- Do not run, jump over or crawl under tables, etc.
- AHC Board Policy prohibits auditing. You must be enrolled in the course to attend it.

HOMEWORK AND ASSIGNMENTS

WORKLOAD

- One in-class hour plus 2–3 hours of studying/homework per week (semester-length class).

BOOK ASSIGNMENTS

- Read the questions/problems **one week** before they are due (right after class). Some questions ask you to do stuff during the week.
- **Read the assigned pages before doing the homework.**
- **All homework (HW) shall be typed on a computer** on standard 8.5"×11" paper.
- **Staple** the HW in the upper left-hand corner if necessary. While there is usually a stapler in the classroom, it is recommended that you purchase a small stapler to carry with you for this and other courses. The instructor is not responsible for loose sheets. Do not fold the paper.
- Turn in each HW assignment as a separate packet. Do not staple two or more HWs together.
- **Do not email the HW.** Only turn-in hard-copies.
- **DUE DATES**
 - HW assignments and due dates are listed on pages 7–10 of this document.
 - **HW is due at 6:00 pm on the date listed.**
 - HW should be turned in at:
 - my **Homework Drop Box** in **M-208**, or:
 - **in class** as the start of class.
 - in my **mailbox** in Room **M-309** (the Math Dept. office); open MTWR 8am–4:30pm and Friday 8am–4pm.

LATE WORK

- Late work turned in **within one week of its due date** (by 6:00pm the next Thursday) is subject to an automatic reduction of 25%.
- Late work turned in **within two weeks of its due date** (by 6:00pm the two Thursdays after it is due) is subject to a reduction of 50%.
- **NO WORK may be turned in more than two weeks late.**
- You have two (2) late-HW "passes" (i.e., 2 HWs 1 week late; or 1 HW 2 weeks late).
- **Homework must conform to the standards given on Pages 4 and 5.**
- **Answer the questions seriously.** They are meant to **help you:**
 - think about **your goals**;
 - determine **if you are ready** to take on study in a STEM field;
 - **strengthen you academically and professionally.**

While there is not always a right/wrong answer, incomplete/non-serious answers will be marked down, as will failure to follow formatting and other instructions, obvious spelling errors, unclear responses, etc.

OTHER ASSIGNMENTS – PROJECTS

- Other Assignments include (1) the **SEP/ www.assist.org** project and (2) a design project.

Each project is worth 15%. The details of these projects are distributed separately.

ERRORS IN SCORES

- If a mathematical error in computing your score was made, please submit your homework/exam with a note on a separate piece of paper (attached to the front of the HW), indicating the error, so that I know why I have the assignment. Corrections will be made as soon as possible.
- If you feel a problem/question was graded incorrectly, please submit your paper/exam with a note on a separate piece of paper (attached to the front), justifying why your answer was correct/should be re-graded. The instructor reserves the right to re-grade your entire paper.

HONOR, TRUST AND INTEGRITY

- **All work submitted by a student is to be his/her own work.** While study groups are recommended and encouraged as a learning tool, your solution must be your own.
- If it is apparent that you have copied any material, turned in work not your own, represent another's work as your own, are academically dishonest, or you otherwise cheat, you will be subject to receiving a zero on the assignment, if not an "F" in the course, and such activity reported to the administration.
- **Cheating includes, but is not limited to:**
 - **copying another's work** (e.g., another student's or person's work, an online or printed resource, a solution manual, etc.).
 - **allowing others to copy your work.**
- **Do YOUR best. Seek help BEFORE you find yourself tempted to simply copy.**
- Please refer to "Guidelines for Student Conduct," in the *AHC Catalog*.

HOMEWORK FORMAT

GENERAL INSTRUCTIONS

• Type it. Proof-read it. Use *Spell-Check*.

ABC
✓

Check your grammar.

- Do your answers make sense? If your answers are confusing or hard to follow, you will not get full credit.
- Spelling errors that *spell-check* would have caught will be marked down significantly.
- While grammar is not graded as harshly as spelling, answers must make sense.

• Hints and reminders:

- The pronoun "I" is upper case.
- Long sentences (typically greater than 25 words) tend to be confusing. Shorter sentences tend to be clearer and stronger.
- Long responses should be broken up into several paragraphs. If you write a page that is only one paragraph, you may want to think about how your answer is presented.
- Be consistent with singular/plural nouns and past/present/future tenses.
- Use numerical lists when lists are called for. Listing 5, 10, 20, etc., items within the text of a paragraph is hard to follow; use a list.

• Staple your HW if it is more than one page.

- Place an **extra blank line between each problem** so that it is easy to see where one ends and the next begins.
- **DO NOT write just "Yes" or "No" for an answer. DO NOT write only one sentence. Elaborate/explain/support/justify your answers.** Answers not deemed "complete" will result in a reduction in your score.

Most, if not all, questions ask not only for an answer, but also ask (directly or indirectly) that you analyze that answer. What does your answer mean/imply? In science and engineering, a measurement or calculation gives you a result, but what does that result mean? That we calculate the force in a steel bar to be 10,000 lb is one thing; determining the *significance* of that value – if that force causes the bar to fail or not – gives the calculation meaning.

- When the book asks for a 200–1,000-word essay (about 10–50 sentences, or one-half to 3 pages), you may give a shorter answer. For example, instead of 3 pages, write 3 solid paragraphs. However, do not cut too much... writing 3 sentences when the question asks for 3 pages is unacceptable. **See the Notes on the assignment sheet under each problem list** for clarifications on many problems.
- **Take this opportunity to think seriously about where you have been, and where you are going – your life, your goals, etc.**
- You may find some questions more personal than others, or may cause you to think more deeply about your personal goals and attitudes. **DO NOT** answer "*This is too personal*", or otherwise attempt to dodge the question. Your instructor will not judge you. Nor will he publish your response. The instructor may comment/respond to your responses to direct you toward resources or other ways to consider the topic.

ANSWER SO THE READER DOES NOT NEED TO HAVE THE TEXTBOOK TO KNOW WHAT YOU ARE WRITING ABOUT

- **Assume the reader (grader) does not have the textbook.** Write your answers so that anyone who reads them can understand what you are writing about (otherwise your answer cannot be graded. Your HW answers should stand on their own without having to reference the book.
- **Start each response by either:**
 - (1) quoting the question from the text, or
 - (2) writing your answer in such a way that the reader (grader) can figure out what question you are answering without looking at the questions themselves. Let the reader know the context of your answer.

- If the question is: "4. What is the largest state by area in the United States?" then the first three responses below would be **CORRECT** or **ACCEPTABLE**. The fourth is **INCORRECT** or **UNACCEPTABLE**.

- **Correct** (question retyped/answer given):

4. What is the largest state by area in the United States?
Alaska.

- **Correct** (question is restated in response):

4. The largest state by area in the United States is Alaska.

HOMWORK FORMAT, *continued*

- **Correct** (question is restated in response, with additional explanation/justification):

4. The largest state by area in the United States is Alaska. At over 656,000 square miles, Alaska is over twice as large as Texas.

- **INCORRECT.** The reader does not know what question is being asked. The question could be: "What is the northernmost state?" "What state is closest to Russia?" Be clear.

4. Alaska.

- When using tables, do not just insert a table of numbers/answers without explaining what the table means. **Introduce the table with words before it is given in the paper.** For example: write "Academic skill sets and their rankings are given in the following table:" or "Academic skill sets and their rankings are given in Table 1." Do not just insert the table by itself as the answer. Label and title tables as necessary.

FORMAT OF HOMEWORK ASSIGNMENT

- Effectively communicating your ideas, often using a required standardized format, is important in your academic and professional life.
- **Failure to follow the format for homework given in Figure 1 will result in a reduced score. Being able to follow instructions and doing things correctly is vital in academics and the work-place.**
- **Upper Right-hand Corner:**

Name
Engr 100
HW#
Due Date.

This placement in the upper right allows me to effectively sort your homework and record homework scores

Centered at the top of the page:

Chapt #: Problem Numbers

Do not include the HW # here... this should be the Chapter and the Problems you are answering. The HW # is in the upper right.

- **Include an extra blank line between each problem.** The extra blank line helps the grader see where one response ends, and the next question begins.
- If you type the questions, separate the question and answer with a blank line so it is easy to see where your response starts. Or, better, type the question in **boldface** or *italics*, and the answer in plain text.

Staple

Joe Student
ENGR100
HW #1
2/10/16

Ch. 1: 2, 6, 7, 9, 10

Prob. 2 Type the question (or write the answer in such a way that the reader knows what question you are answering. Type the answer, and continue until you are finished. ...

Prob. 6
If an answer would be best given as a table, try to make one using the table function in Word. Remove the gridlines if necessary.
FYI: part of this syllabus was formatted using tables (see Page 1 and Pages 5 and 6).

Prob. 7

Upper-Right: (not on left)
Name
ENGR 100
HW #
Due Date

Centered: Chapter #: Problem Numbers
followed by a blank line before the first problem.

If typing questions, use a different font style (**bold** or *italics*) for the question, or place a blank line between question and answer.

Include an extra blank line between each problem so that it is easy to see where one answer ends and one begins.

Do not type the just the question (or even "Prob. 7" at the bottom of the page). **If the answer starts on the next page, move the question to the next page.**

Figure 1. Format of first page of HW assignment. Note the order of information in the upper right-hand corner, and the **Chapt: Problems** information centered at the top. Please include an extra blank line between each problem. **You MUST follow this model.**

Engr. 100: Calendar and Assignments

Fall 2018 : Tuesdays

Reading and Problems from: *Studying Engineering*, 4th Ed. (Landis, 2013)

READ THE BOOK. Look at the questions one week **BEFORE** they are due (especially those with an asterisk*). Do not start the homework on the day it is due.

Answer in your own words, and make sure you answer the entire question (some are multi-part, some continue on the following page). Read the questions carefully so that you answer the correct question.

Copying answers from the textbook, from other books, from online sources, or from other students, as well as **letting others copy from you**, are examples of academic dishonesty. Such activities are subject to receiving a zero. **Use your own words** – many of the questions are about **YOU!**

- **Look at the questions one week BEFORE they are due.** You may need to do some work ahead of time.
A good habit: right after class, read the questions due the following week. This will help keep you on track, and give you a preview of the next topics
- If a web address/link is not working (they change, get broken, etc.), do not stop. Do a web search for the topic.
- If a problem is on the bottom of the page in the textbook, check to make sure it does not continue on the next page.
- **If you are not an engineering major**, you may substitute “Scientist,” “Chemist,” “Biologist,” “Mathematician, etc., for questions that ask about your career path. Adapt as appropriate.

If your major is currently *undecided*, choose the engineering branch that interests you the most.

Note: When writing answers and definitions

- **PLAN vs. GOAL.** The books sometimes asked you to make a “plan.” Students sometimes get “plan” confused with “goal”. A **plan** is a list of action items that you can do within a reasonable time frame – items that you can “check-off” a list as having done. A **plan** supports your **goal**.

For example, a **plan** is not “I will study more.” “Studying more” is a **goal** – there really is no way to “check it off”.

A **plan** contains things like: “I will study math each Monday from 1-3 pm”; “I will meet with my physics study group every Tuesday at 6 pm”; “I will read Chapter 4 before it is covered in class.”

- **DO NOT just cut-and-paste** from a website, or copy from a dictionary.
- **Use your own vocabulary** to define words – do not just use the words the dictionary uses.
- **DO NOT use the word in its own definition** (or words with the same root). Unfortunately, dictionaries usually do this – because they need to save space. For example, www.merriam-webster.com gives the definition for *intuitive* as:

intuitive : known or perceived by *intuition*

This definition essentially uses the word that it is trying to define (and is fairly useless). **DO NOT** do this; it will be marked wrong. If I do not know what *intuitive* means, I likely do not know what *intuition* means.

READING and PROBLEM Assignments begin on next page.

Calendar and Homework Assignments,

Week	Class Date	Reading (to be done BEFORE class)	Homework DUE	
			HW #	Assignment (with notes on some problems – notes do not replace questions, but help explain, clarify, modify or provide details to them).
1	8/21	-	-	None
2	8/28	<p>Prologue pp. 1–7 [~8 pages]</p> <p>AND</p> <p>Ch 1.1 to 1.3 pp. 8–23 [~16 pages]</p> <p>Engr. 100 website has a pre-made table in Word to copy and save in your document for <u>Prob. 1.17.</u></p>	HW #1	<p>Ch 1: # 3, 4, 17</p> <p>Make sure you answer each question so the grader knows what you are writing about without needing the book.</p> <p># 3: Do not answer just “Yes”/“No”. Explain your answers. Use your own major if it is not engineering.</p> <p># 4: Use a numbered list to present your goals. Do not forget to introduce the list so the reader knows what the list is about DO NOT write a long paragraph with the goals separated with commas or semicolons; how difficult is that to read? DO NOT just write the list. How does the reader know what the list is about without you introducing it? A possible start is:</p> <p style="padding-left: 40px;">Prob. 4. Twenty goals I would like to accomplish in my life are:</p> <ol style="list-style-type: none"> 1. xyz 2. abc 3. ... <p>#17: Use a table. See the course website for a pre-made table in Word, or create your own. Being able to make tables is valuable in STEM fields. Note that the table is only PART of the question... look at the book to ensure you are answering the entire question.</p>
3	9/4	<p>Ch 1.4 to 2.3 pp. 23–48 [~23 pages]</p> <p>Engr. 100 website has a pre-made table in Word to copy and save in your document for <u>Prob. 1.17.</u></p>	HW #2	<p>Ch 1: # 21, 22, 24, 27</p> <p>#21, 22: See course website for a pre-made table in Word. Again, do not forget to introduce the table so the reader knows what is in it. If you make your own table, think about analysis and presentation (#24 asks you to somehow compare your answers to #21 and #22. Thus, your answers to #21 and #22 should be easy to read and compare). Hint: Since #21 and #22 ask you to rate the <u>same items</u>, would it not be easier to analyze/think about them if their answers were in <u>one table with two columns, one column for each problem</u> (instead of two tables)? Would it not also be easier for someone reading it to look at one table and not two?</p> <p>#21: The table continues on next page of textbook – there are 16 items (“Knowledge of Contemporary Issues” is accidentally listed twice). RATE each item on a scale of 0–10. Do not “rank” them 1 to 16. For the question on “Overall Grade Point Average”... This is not the average score of the previous 15 items. Give a rating of 0 to 10 to your GPA (do not perform a calculation to convert GPA from a 4-pt scale to a 10-pt scale. Just rate it “qualitatively” 0–10).</p> <p>#24: Explain the method you used to determine which items need your greatest attention and your least attention? Type out the 3 items that need your greatest attending, and the 3 that need your least. What is the plan to improve? What are things/activities/tasks to do? Be specific. Do not just list goals, e.g., “I need to study more”. List what tasks you can do to study more. What tasks can you perform to meet your goal?</p>

continued on next page

Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done BEFORE class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
4	9/11	Ch 2.4 to 2.8 pp. 48-72 [~25 p]	HW #3	Ch 2: # 3, 6, 9 # 3: <u>Write 3 good paragraphs, minimum</u> – use your own major (e.g., biology, math, physics, etc.) Your three paragraphs should end up being about 1 page.
5	9/18	Ch 2.9 to 2.10 pp. 72-83 Appendix E pp 285-304 [~32 pages] In Appendix E: <i>skim</i> details of each discipline (field). READ YOUR DISCIPLINE	HW #4	Ch 2: # 11, 16, 24 #11: ~1 page, at least on “Why I want to be an <Your Major>.” Expand on the list of rewards from Sec. 2.4. Add rewards of your own. Why do you want to pursue your degree? #16: Answer minimum wage in the U.S. , not in California (it is currently \$11.00 in California, what is it in the U.S. ...what is <i>Federal</i> minimum wage?). #24: <u>Write 2 good paragraphs in your own words about one of the engineering disciplines (branches).</u> Your audience is NOT just high school students, but “anyone” who does not know about that engineering branch (parents, friends, etc.). DO NOT just copy from the book or cut-and-paste from the internet. Make sure you explain what the discipline is specifically about, why it is important and what systems, technology, etc., are developed by the engineers in this discipline.
6	9/25	Ch 3.1 to 3.8 pp. 89-105 [~17 pages] Pre-made table in PDF to printout and use for Prob. 3.12.	HW #5	Ch 3: # 3, 12, 13, 14 # 3: <u>Write 2 good paragraphs</u> (not two pages) Also refer to handout on Learning Styles to learn how to compensate for when the teaching style does not match your learning style. <u>ATTACH the PRINT-OUT of YOUR Learning Style results at the back of your homework.</u> #12: The average is your total score divided by 16. Give the average as a decimal with 2 digits after the decimal point; e.g., if you have 3 total points, your average is $3/16 = 0.19$. Then rate yourself based on the average. Note that “zero” is in the middle of the scale, not at the bottom. <u>ATTACH in the PDF printout from the Engr. 100 website with your answers at the very back of your homework.</u> #13: <u>Type out in a list each of the 6 items with their entire text</u> (e.g.: type “3. I schedule my time, utilizing time and priority management principles.”). Do not just give their item # (e.g., do not just type: “#3”). Don’t forget to give the average for the 6 items (e.g., 1.33). #14: <u>Type out</u> the two skills that need work. What is “the plan”? BE SPECIFIC; i.e., what activities or tasks can you do to improve? Do not just list goals, e.g., “I need to study more” is NOT a plan. List what task you can do to study more. Example task: “I will go to the Math Center for two hours every day after my math class.”
7	10/2	Ch 4.1 to 4.5 pp. 111-130 [~20 pages]	HW #6	Ch 4: # 7, 13, 17, 18 # 7: Report your fastest rate (words per minute) without error. RATE yourself as a keyboarder/typist (e.g., Excellent, Good, Fair, etc.). #13: This question is <u>not</u> about knowledge/technical skills that you learn, nor about professors writing recommendations. The question is about the skills you develop by <u>interacting</u> with your instructors, and how those skills can carry over to the workplace. #18: List at least 3 services and their locations to get <u>tutoring</u> help at AHC. Where can you get help with term papers? List each service and the building that it is located in.

continued on next page

Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done BEFORE class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
8	10/9	Ch 5.1 to 5.4 pp. 133-157 [~24 pages] Pre-made table in Word for Prob. 5.5.	HW #7	<p>Ch 5: # 5*, 6, 8</p> <p># 5: Try the schedule for a week and report; how did it go? Do not stress if things do not end up being followed perfectly; the schedule is a guide; it is <u>your</u> schedule – you can modify if necessary as the weeks go by. Learn and improve. The bottom line is to ensure you get things done as effectively and efficiently as possible.</p> <p># 6: Be <u>specific</u> on the “things you to do”. You should be able to “check off” the “things to do” within, say, a few weeks’ time. -<u>Bad</u>: “Study”, “Get in Shape”: <u>too general</u>. “Graduate in Biology.”: <u>is too long-term</u> -<u>Good</u>: “Review for Math Quiz”, “Walk 2 miles”, “Work on SEP project.” <u>These items are specific and have time frames. These items can be “checked-off.”</u></p> <p>In which quadrant should you be spending most of your time?</p> <p># 8: 100 hours or “percent of time” (which might be easier to think about). What <u>percent time</u> would you study alone, or in a group? Try #9 on your own. Learn to form effective study groups. Group work is important in STEM careers.</p>
9	10/16	-	-	<p>Copy of SEP Due</p> <p>Do not turn in the <u>entire project</u> – just your SEP. Keep a copy of the SEP to turn in with the project.</p>
10	10/23	Ch 6.1 to 6.4 pp. 161-184 [24 pages]	HW #8	<p>Ch 6: # 3, 5, 12, 20</p> <p># 3: “Why did you choose <u>to do</u> the behavior?”, not “why did you choose to write it in the answer?”</p> <p>#20: DO NOT buy any online services. ☺ However, view and print-out the FREE report. Online MBTI personality tests only give an approximate result. Proper tests must be followed up with a trained professional. An alternate, more basic “test” is here: http://www.personalitypathways.com/type_inventory.html A summary of the 16 types is here: http://www.capt.org/mbti-assessment/type-descriptions.htm</p>
11	10/30	Ch 6.5 to 6.9 pp. 185-204 [20 pages]	HW #9	<p>Ch 6: # 22, 25, 38*, 39</p> <p>#38: Try block studying – report on result.</p>
12	11/6	-	-	<p>SEP/ASSIST PROJECT DUE</p>
13	11/13	Ch 7.1 to 7.5 pp. 211-241 [~31 pages]	HW #10	<p>Ch 7: # 12, 17, 30</p> <p>Look at Problem #20; consider getting a summer internship or STEM-related job; do not turn in #20.</p> <p>#12: “Class level” is <u>not</u> your score/how it compares to others, but your “grade-level”; for example: freshman, sophomore, etc.</p>

Assignment #10 continued on next page

continued on next page

Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done BEFORE class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
13	11/13	Ch 7.1 to 7.5 pp. 211–241 [~31 pages]	HW #10	<p>Ch 7: # 12, 17, 30</p> <p>#17: <u>Type out the answers to interview questions in a numbered list.</u> You do not need to type the questions. The <u>14</u> questions are on pg. 228. <u>DO NOT</u> type the answers as one paragraph. Would a solid paragraph help you (or me) to review your answers?</p> <p><u>One word answers are not very good answers for interviews.</u> Typically you also want to support/justify/expand on your answer. e.g., “Math” is not a sufficient answer for “What was your favorite course?” <u>Why</u> was math your favorite course? They want to learn about you. Practice answers on your own (in your head, talk them out). If you want, practice with a friend as implied in Prob. #16.</p> <p><u>Two questions that you should really think about:</u></p> <p>[1] “...working effectively in teams...”:</p> <ul style="list-style-type: none"> -this Q is looking for examples of teams that you have actually participated in, <u>not</u> “what makes a good team?” -this Q seeks to see how you interact in a team. Saying “we divided the work and we got an A on the project” doesn’t really say much. How was the division of work made? What were the challenges in working in the team? How were the challenges overcome? What did you learn? Employers seek people who can work in teams and who can learn to be better team members. <p>[2] “...major shortcomings [weaknesses]...”</p> <ul style="list-style-type: none"> -this Q wants to know if you can identify your weaknesses (are you <i>self-aware</i>), and how you deal with it (why should we hire you if you are not working on/managing you weakness). This Q can often be turned around by the interviewee by making a weakness into an advantage. <p>#30: Generate at least 5 good things about AHC and type them out in your answer. Tell them all to at least 3 people and report what they say.</p>
14	11/20	Ch 8.1 to 8.8 pp. 246–272 [27 pages]	HW #11	<p>Ch 8: # 3, 12 + GPA Handout</p> <p>#3: A pre-made table in word is available on the course website. Or, if creating your own: type out the words of each ABET criteria (a)-(k) ... listed on pg. 25. Then rank the criteria in your order (1) to 11). Keep the correct letter with each item.</p> <p>A good way to organize this answer is to use a table (2 columns by 11 rows, not including the header row). The first column is your rank 1, 2, 3... 11, and the second column lists the criteria (with their original letters) in the order you ranked them.</p> <p>Explain why you ranked your #1 first.</p> <p>#12: Do GPA Handout first. The handout should help you build skills to solve Prob. #12. You may need to look online or ask others how to calculate GPA. Note: the new GPAs in #12 are <u>not</u> 2.90 and 2.90.</p>
15	11/27	TBA	n/a	TBA
16	12/4			<i>PUZZLE CUBE Assignment Due SEP Returned</i>
Finals Week	12/11			Final Meeting Period, 2:00–4:00pm / 4:30–6:30pm.

The End.

Success Strategies in Science, Technology, Engineering and Mathematics (STEM)

STEM 100 (CRN 21046) - 1 unit – Wednesdays - 3:45PM – 4:35PM - W18 - Fall 2018

Welcome to STEM 100! I look forward to working with each one of you. Please feel free to let me know your questions and interests so this course can meet your needs as well as the college's objectives. My goal is to make this a valuable and enjoyable learning experience for us all. You ALL start this class with an "A" grade. You ALL have the ability to maintain an "A" grade.

Instructor	Christine Reed
Office	W19
Office Hours	By Appointment
Phone	(805) 922-6966 ext. 3446
Email	creed@hancockcollege.edu
Required Text	A Mind for Numbers; How to Excel at Math and Science (Even If You Flunked Algebra) by Barbara Oakley, Ph.D., available for purchase at the AHC Bookstore as well as online at Amazon, etc.
Other required materials	An active AHC email account, three-ring binder, 8 ½ X 11 college-ruled notebook paper, and writing instruments.
Teaching Strategies	Lecture, group discussions, student participation, exercises inside and outside of class, guest speakers, reading assignments, group projects.

Course Description: Intended for students pursuing majors in a STEM discipline. Introduces STEM students to related career choices, academic planning, and college resources. Develops appropriate skills necessary for academic success in a STEM major.

The grading option for this course is GR/P/NP (Letter grade is default; you must select P/NP using MyHancock if you prefer P/NP grading option), and it is acceptable for transfer credit at CSU. College/university level participation and work is not only expected, it is required.

Student Learning Outcomes:

- STEM 100 SLO1 – Recognize the educational and employment opportunities that such study in the STEM fields affords students.
- STEM 100 SLO2 – Evaluate your personal knowledge, skills, and attitudes and identify which strategies would be most effective in reaching your full academic and professional potential in the sciences.
- STEM 100 SLO3 – Establish and evaluate realistic career and educational goals and integrate said goals into a specific plan.

Evaluation:

90% - 100% of the total points in the class = A or Pass (if this grading option is selected)
 80% - 89% = B or Pass
 70% - 79% = C or Pass
 60% - 69% = D or No Pass
 0% - 59% = F or No Pass

Requirements	Points
Participation (2 points each week @ 15 weeks) – see note #1	30
Chapter Notes and Questions (2 points each @ 18 chapters) – see note #2	36
Assignments (5 points each @ 4 assignments) – see note #3	20
Team Project and Oral Presentation (mandatory) – see note #4	25
Total (subject to change)	111

Note #1 - If you miss more than 1 class session, it will affect your final grade in the class.

Note #2 - You will be assigned to read eighteen chapters total as well as two "Enhance Your Learning" questions for each chapter. You will be required to hand in notes and answers to the questions on all of the chapters assigned.

Note #3 - It is very important that you complete all the assignments. They are intended to teach valuable skills. Don't be a minimalist.

Note #4 - The presentation is mandatory. If you fail to complete this project, you may not pass this class.

The final exam is scheduled for Wednesday, December 12, 2018, 2PM – 4PM. Attendance mandatory.

All writing assignments must be typed/word processed. If you do not have a computer, there are computer labs on campus for your use. Please see me ASAP if you would like information about this resource.

NOTE: No late assignments will be accepted without prior arrangements.

Attendance and Participation: Your success in this course (and in college) depends greatly on your interest, enthusiasm, and willingness to complete assignments, attend class, and participate in class discussions. Because so much of the learning experience is interactive, you are expected to be an active participant in the class activities and discussions. Attendance is mandatory. However, we all know occasional absences due to illnesses or emergencies may occur. You will be allowed one absence during the semester. You may be dropped or receive a failing grade for any absence over one class session. Please see me if you are experiencing problems which cause you to miss class. I may be able to help. In the event of an absence, you are responsible for any announcements and assignments for that week. This includes changes in class schedule, reading assignments, projects, campus trips, or other information. Some class activities cannot be made up if you are absent. Make every effort to notify me in advance when you know you will be absent.

Additionally, due to college policy, no one who is not officially enrolled in this course will be allowed to attend (this includes children, friends, relatives, etc.)

Late/Leaving Early Policy: Please understand that tardiness and leaving early is rude and disruptive to your classmates and instructor. If you are late to or must leave early from class more than twice it will cost you half your participation points each day. If you are late or/leave early from class, please be courteous and sit nearest to the door and quietly begin to participate by having books and other materials ready or exit discreetly. If tardiness and leaving early continue to be an issue, we will need to discuss the situation privately.

Withdraw Policy: If you stop attending class, do not expect me to automatically drop you from the course. It is your responsibility to officially withdraw from the class. Failure to do so will result in a failing grade in this course on your transcript. Make sure to note the official deadlines for withdrawing from classes.

Students with Disabilities: Students who have any documented disabilities are encouraged to inform the instructor at the start of the term. Adaptation of methods, materials, and/or testing may be made as determined by the Learning Assistance Program (LAP) to ensure equal educational access and participation.

Expectations:

- Please come to class on time and be ready to engage in the learning environment.
- Do your homework/reading assignments and come prepared to contribute and learn. For every hour of class time, you are expected to put in 2-3 hours of study time per week (this is a standard college expectation). For this class that would mean you are in class 1 hour per week and expected to do at least 2-3 hours of studying/homework. Assigned chapters are to be read before class begins on Wednesday.
- Be polite to your classmates, pose relevant questions and comments, and complete projects on time.
- Uphold academic integrity - in accordance with college policy, plagiarism, in any form, will not be tolerated and will be dealt with per the policy which could result in expulsion from the college.
- Do not engage in disruptive behavior during class such as ringing cell phones, text messaging, using iPods or any electronic devices, making disrespectful comments or gestures, use or possession of drugs, threats, obscenity or vulgarity, and harassment - these behaviors will not be tolerated and college policies regarding them will be enforced.
- Respect academic freedom – this is an adult learning environment that fosters thought provoking conversations. You may encounter viewpoints that differ from your own. Such differences enhance the learning environment. A culture of respect of other's viewpoints will be enforced.
- Check your AHC email account regularly for class announcements and important information that I may send you.

Course Schedule:

Week of	Topics	Assigned Chapter (read before class)	Additional Info/Assignments Due
8/22 (1)	Welcome and class orientation		
8/29 (2)	Getting to know one another; interdependence within the science disciplines	Forward, Preface, Note to the Reader, Chapter 1	Info sheet needed back Chapter notes and assigned questions due
9/5 (3)	Study skills appropriate for academic success within a STEM discipline	Chapter 2 & 3	Chapter notes and assigned questions due
9/12 (4)	Study skills appropriate for academic success within a STEM discipline CONTINUED; individual learning styles and strategies	Chapter 4	Chapter notes and assigned questions due
9/19 (5)	Diversity of thought; collaboration skills and in-class team experience	Chapter 5	Chapter notes and assigned questions due Learning Style Assessment due
9/26 (6)	Time management and study schedules	Chapter 6 & 7	Chapter notes and assigned questions due
10/3 (7)	Career Center: Exploration of STEM majors, including personal interests, personality traits and values	Chapter 8 & 9	Chapter notes and assigned questions due Weekly Schedule due
10/10 (8)	The Secret: Exploration of STEM majors, including personal interests, personality traits and values CONTINUED	Chapter 10	Chapter notes and assigned questions due Team Project assigned
10/17 (9)	Guest presentation: Career Opportunities within various STEM fields	Chapter 11	Chapter notes and assigned questions due Career Assessment due
10/24 (10)	Guest presentation: Career Opportunities within various STEM fields CONTINUED	Chapter 12	Chapter notes and assigned questions due
10/31 (11)	Guest presentation: Career Opportunities within various STEM fields CONTINUED	Chapter 13 & 14	Chapter notes and assigned questions due
11/7 (12)	Guest presentation: Career Opportunities within various STEM fields CONTINUED	Chapter 15	Chapter notes and assigned questions due
11/14 (13)	Educational Planning for STEM majors including transfer options, financial resources, and internships	Chapter 16	Chapter notes and assigned questions due
11/21 (14)	Educational Planning for STEM majors including transfer options, financial resources, and internships CONTINUED	Chapter 17	Chapter notes and assigned questions due
11/28 (15)	Educational Planning for STEM majors including transfer options, financial resources, and internships & networking CONTINUED	Chapter 18	Chapter notes and assigned questions due Student Educational Plan (SEP) due
12/5 (16)	Team Presentations		Informational Interviews Written Reports due
12/12	Final Exam Period/Team Presentations CONTINUED; 2PM – 4PM; Attendance Mandatory		



"If it weren't for being involved in programs like MESA, I would never have been able to accomplish so many things while at Hancock. MESA has not only helped me with book loans, counseling, and a place to study, but it has also given me a second family. Everyone here is working towards the same goal and it is by working together that we will all succeed!"

—Bianca Aleman, Biomedical Engineering

Tips to be a Successful STEM Student

- Start math and English courses early. Math and English sequences can take multiple semesters to complete. A late start in these sequences can delay transferring to a university.
- Use the resources in the STEM Learning Lab as soon as you begin your STEM classes. **DO NOT DELAY!**
- Form a weekly study group. Studying with other students who are in the same classes as you will increase your chances of success.
- Utilize your instructor's office hours. Remember that your instructors are here to assist you in succeeding in your STEM courses.
- Meet with a STEM counselor a minimum of twice per semester. Transfer requirements are complicated and can change frequently. Seeing your STEM counselor regularly will increase your chances of a successful transition to a four-year university.

Remember, the MESA Program and STEM Learning Lab are here to help you achieve your academic goals at Allan Hancock College and beyond. Start here. Go anywhere.

For more information visit us at
www.hancockcollege.edu/mesa

MESA Program

1-805-922-6966 ext. 3446
dmathieu@hancockcollege.edu

STEM Learning Lab

1-805-922-6966 ext. 3557
stem@hancockcollege.edu

800 South College Drive
Santa Maria, CA 93454



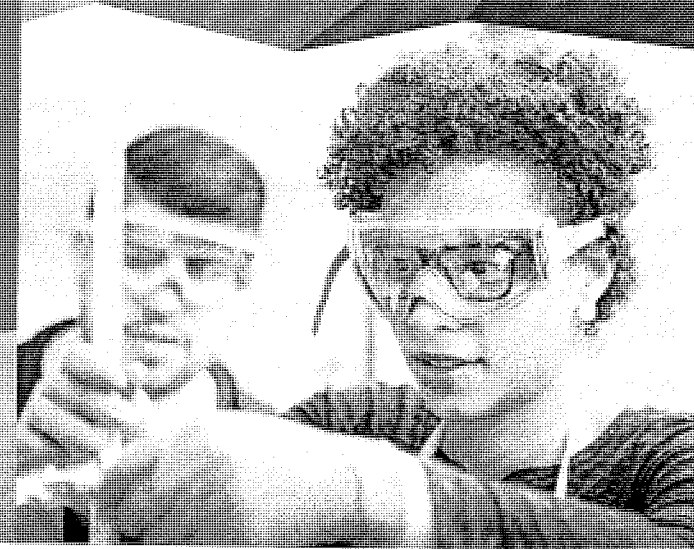
Allan Hancock College provides a wide range of programs and services to help you succeed in your studies and beyond. Our commitment to excellence is reflected in our award-winning programs and services.

The MESA Program is a comprehensive support system designed to help you succeed in your STEM courses. From book loans to counseling, we have everything you need to get started. Our STEM Learning Lab provides a dedicated space for you to study and collaborate with your peers. We offer a variety of resources and services to help you succeed in your STEM courses.

For more information, visit our website at www.hancockcollege.edu/mesa or call 1-805-922-6966 ext. 3446.

ALLAN HANCOCK COLLEGE

MESA/STEM Academic Success Center

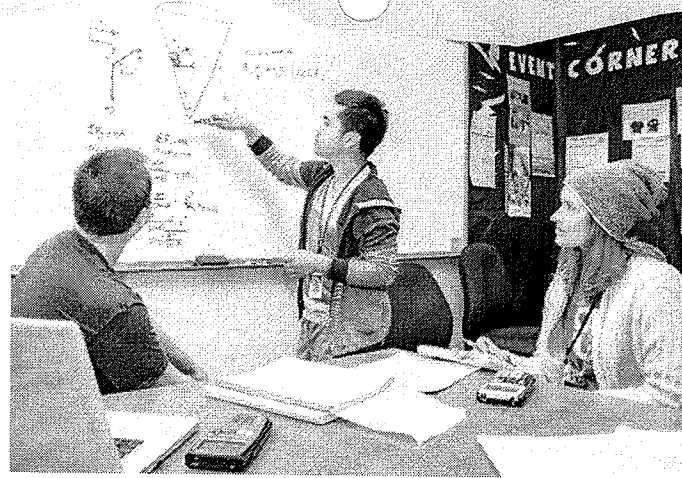


MESA California Community College Program

The Mathematics, Engineering, Science Achievement (MESA) Program is an academic program that provides a wide range of support services and activities aimed at fostering student achievement and increasing the success and participation they experience while pursuing a degree in mathematics, engineering, computer science, biology, architecture, kinesiology, or other science based programs. MESA enables students to prepare for and graduate from a four-year university with a math-based degree. It also seeks to increase the diverse pool of transfer-ready community college students who are prepared to excel as math, engineering and science majors. Through the program, students develop academic and leadership skills, increase educational performance, and gain confidence in their abilities to succeed academically and professionally.

Benefits of MESA/STEM

- Enhance your educational experience while completing the first two years of a bachelor's degree
- Gain industry knowledge and connections
- Make friends who have similar academic and career interests
- Develop a close relationship with STEM faculty members
- Improve your leadership skills
- Expand your individual educational vision
- Link with student and professional organizations to enhance your personal and professional development
- Incorporate successful academic study strategies into your educational experience



STEM Learning Lab

The Science Technology Engineering and Mathematics (STEM) Learning Lab promotes intellectual development by providing a culture of learning where students are academically challenged, actively engaged and individually supported through collaborative and interdisciplinary tutoring and material review by instructors and learning facilitators.

Features include:

- Student project workspace
- STEM instructional faculty academic support
- Group study areas with whiteboards
- Individual study cubicles and computer workstations
- Instructional assistant student help desk
- Experienced STEM tutors
- Instructional materials, models, textbooks, and academic tools
- Decompression lounge

E5—Enticing, Engaging and Empowering Emerging Engineers

The E5—Enticing, Engaging, and Empowering Emerging Engineers program at Allan Hancock College provides female engineering students with the support and resources to successfully transfer to a four-year university and achieve their full potential as engineers and as leaders. Through peer, faculty, university, and industry partnerships, the E5 program connects students to a PATH network designed to support their professional and academic advancement.

PA²H Network – Professional & Academic Advancement for Technical Females at Hancock College

- Professional networking opportunities
- Peer and faculty support
- Group mentorship
- Skill development workshops
- Career advancement activities
- Scholarship and internship resources



Enter search terms

Quick Links

About AHC	College Resources	Students	Admissions & Registration	Financial Aid
---------------------------	-----------------------------------	--------------------------	---	-------------------------------

MESA/STEM

Service & Event Calendar (PDF)

Announcements

How to Apply

Review Sessions, Organized Study Groups, & Tutoring Schedules

MESA Brochure (PDF)

MESA Milestones (Newsletter)

News Flashes

Student Learning Outcomes

Photo Gallery

Helpful STEM Links

Scholarship Toolkit

Internship Toolkit

STEM Learning Lab

Women in Engineering

Contacts

FAQs

Home MESA How to Apply

HOW TO APPLY

Thank you for your interest in applying for the MESA Program. Below is a link to the application you will need to print off, complete, and return to us. You will also need to attach several other items to the application upon submission for consideration.

Please use the check off list below to gather all documents needed, and bring them all to the MESA Center together with your completed application. We will review your entire application packet, and determine whether or not you meet the MESA eligibility requirements. Please also note below our annual application processing timeline. We encourage you to submit your application and other required items early in the annual timeline. Applications are considered per the annual timeline on a first come/first serve basis to fill available spaces.

NEEDED DOCUMENTS

The documents to be submitted as one packet for MESA Program consideration are:

- The completed MESA Student Application (see link below)
- Your current Student Education Plan (SEP) - you may schedule an appointment with Christine Reed in the MESA Center to complete an SEP if needed
- A copy of your current registration confirmation listing fees for the semester*
- A copy of your most recent unofficial transcripts from Allan Hancock College and any other colleges or universities you have attended

*If we are unable to determine your financial aid status from your student profile, we may also ask you to obtain a copy of your financial aid award letter or approval of BOG waiver.

APPLICATION ANNUAL TIMELINE

April 1 - August 30**: MESA Applications accepted for fall term program admissions
 June 15 - Sept. 15: Complete applications are reviewed for admission and students are notified via email***
 August 7 - Sept. 30: Accepted applicants are required to attend a mandatory program orientation

**Any application received after the deadline will be placed on a waitlist and reviewed if space is available for fall or spring term.

***If you do not meet eligibility requirements for the MESA program, there are some services we provide that are open to all math and science students.

We look forward to talking with you further. Please feel free to contact us if you should have any questions.

Download the MESA student application PDF

Christine Reed, MESA Counselor/Coordinator
creed@hancockcollege.edu

Dorine Mathieu, MESA Technician
dmathieu@hancockcollege.edu

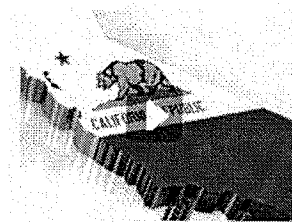
top of page



We're on Facebook!

Click to interact with us via Facebook. AHC MESA Alumni are especially encouraged to join us on Facebook and provide updates on your achievements and serve as a role models to our current students.

MESA-A SOLUTION TO THE ECONOMY



Video demonstrates how MESA is a solution to the California economy.

FOLLOW HANCOCK





Start here. Go anywhere.



March 13, 2017

805.922.6966 ext. 3446

fax 805.922.9137

Professor Susannah Scott
Mellichamp Professor of Sustainable Catalytic Processing
Department of Chemical Engineering
Department of Chemistry & Biochemistry
University of California, Santa Barbara 93106

Dear Professor Scott:

I would like to state our support for University of California, Santa Barbara's proposal, *Integration of STEM transfer students via experiential learning in agriculture-related research* (USDA-NIFA-HSI-005597). Given Allan Hancock College's long standing practice of collaborating with UCSB, we are eager to express our support for this new project. Our Mathematics, Engineering, Science, Achievement (MESA) program and science faculty are committed to working with AHC students so that they are informed, recruited, and encouraged to get involved in this valuable learning experience critical to their personal and professional development. Additionally, the MESA program at AHC is able to identify students within its program that are appropriate for the project, and welcome the opportunity to work with UCSB staff in identifying and recruiting any target group into the program.

The MESA Program at Allan Hancock College provides academic support and services to students majoring in math, science and engineering fields who plan to transfer to universities and obtain four-year degrees. To be eligible for the MESA Community College Program, students must also qualify for need-based financial aid. To the extent allowable by law, the MESA program seeks to increase the number of students from underrepresented populations that transfer and complete university degrees in math-based majors. There are currently 140 students in the AHC MESA Program with the majority of students from underrepresented backgrounds. Allan Hancock College serves a diverse student population and is dedicated to effective STEM education and preparation for transfer to four-year institutions. By providing students with exciting research, close mentorship, and professional development opportunities, *Integration of STEM transfer students via experiential learning in agriculture-related research* will provide extremely valuable opportunities for our students. Experience has also shown us that such opportunities help acclimate students to the university experience, and thus eases their transition.

We will encourage students to apply for the *Integration of STEM transfer students via experiential learning in agriculture-related research* program. We understand the benefits of gaining research experience before transferring to the university system, and are grateful for the grant programs that provide these opportunities.

Sincerely,

Christine Reed

MESA Counselor/Coordinator

Santa Maria Campus • Bldg W, Room 19 • 800 South College Drive • Santa Maria, CA 93454-6399 • www.hancockcollege.edu

MESA/STEM Academic Success Center



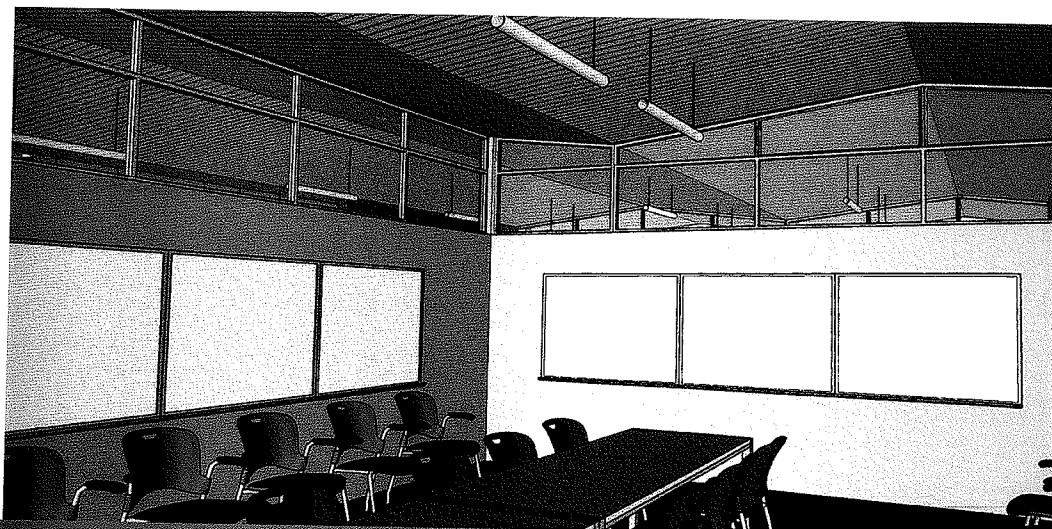
Allan Hancock College is embarking on an exciting new opportunity –

a new MESA/STEM Academic Success Center that will serve as the nucleus of STEM student learning on campus.

The proposed MESA/STEM Academic Success Center will create a new space on campus for both MESA students and other STEM majors to collaborate and learn. Hancock has a proven track-record of excellence in supporting students in science and math-based majors with a multi-pronged approach that addresses foundational factors shown to affect student success and retention: financial need, academic skills and study habits, social involvement with peers and meetings with faculty, and motivation/commitment to career and academic goals. On this foundation, other factors – quantitative skills, confidence in those skills, family support, and commitment to the college – are strengthened.

Together, the two programs serve more than 400 students annually and the program is housed in one of Hancock’s temporary structures, a modular building relocated from Vandenberg Airforce Base over 15 years ago. The new MESA/STEM Academic Center will double the capacity - allowing for additional students to be served and providing a state-of-the art academic success environment – so that our students today may become tomorrow’s future STEM leaders.

Allan Hancock College Foundation is seeking partnerships and industry collaborations for this vision – with naming opportunities available. Construction costs are estimated at \$500,000. The center includes an interactive study center, a learning laboratory, a collaboration classroom, a resource library and work room, and a decompression lounge.



Coming in 2018

“To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.”

- Albert Einstein



MESA | Addressing the Need

Hancock's Math and Science quad, located on the north side of campus, adjacent to Industrial Technology has long provided a wide range of support services and activities aimed at fostering student achievement and increasing success and participation in mathematics, engineering, computer science, life and physical sciences, architecture, kinesiology, or other science based programs.



The MESA program began in 1999 and focuses on preparing students to graduate and transfer to a four-year university with a math-based degree. This diverse pool of students (75 percent are Latino) includes those who are prepared to excel as math, engineering and science majors, but may have educationally and financially disadvantaged backgrounds. MESA assists with their academic and leadership skills, increasing their educational performance – allowing students to gain confidence in their abilities to compete academically and professionally. It is a showcase program for Allan Hancock College and one of the many building blocks on campus to support student success. Each year approximately 70-80 MESA students move on to four-year universities to continue their studies.

Interactive Study Center \$200,000

This space is designed to cultivate self-efficacy and lifelong learning by empowering students with effective strategies and resources that foster analytical thinking skills and metacognitive development in order to advance student persistence and success. Features include freestanding and wall-mounted white boards, academic counseling services, group study tables and mobile chairs, individual study cubicles and computer work stations, a makerspace tool cart, service technician assistance counters with TV monitor announcement display and information racks.

Learning Laboratory \$150,000

This lab will promote intellectual development by providing a culture of learning where students are academically challenged, actively engaged and individually supported through collaborative and interdisciplinary tutoring and material review by instructors and learning facilitators. Features include freestanding and wall-mounted white boards, STEM instructional faculty office hours, mobile tables and chairs, individual study cubicles and computer workstations, instructional assistant student help counter, tutor station, storage space, TV monitor announcement display, a refrigerator and microwave.

Collaborative Classroom \$75,000

This technologically advanced learning room with seating for 30 is designed to be flexible and adaptable to emerging styles of learning emphasizing group collaboration and interaction. Features include mobile instructional tables and classroom chairs, and a smart podium/technology interactive station with projection.

Resource Library and Work Room \$50,000

This quiet and protected area will house a collection of STEM information, materials, references, and books for students to utilize for research, self-learning, and deeper understandings of their STEM inquiries, as well as office supplies and tools for project completion. Features include bookshelves, online research workstation, storage space, and a copier and project processing station.

Did you know?

76% of AHC students identify as Latino. 90% are first-generation college students. Many are the first in their family to graduate from high school



Decompression Lounge \$25,000

This is a comfortable area for students to take necessary breaks from the stress of their studies and rejuvenate their energy among their peers from which they feel support. Features include a couch, bean bag chairs, board games, a refrigerator and microwave, and student use lockers.

To learn more about the MESA/STEM program opportunities and the new Academic Success Center, contact Christine Reed at creed@hancockcollege.edu or (805) 922-6966 ext. 3446. The Allan Hancock College Foundation is an IRS-recognized 501c3 nonprofit organization. Federal Tax ID: 95-3143396





UNIVERSITY TRANSFER CENTER ADVISORY BOARD MEETING
May 10, 2018
Building G, Room 106
Santa Maria Campus

AGENDA

10:00	Welcome/Introductions	Ashley Brackett Maria Arvizu-Rodriguez
10:05	University Updates	University Representatives
10:30	Panel	Current Transfer Students
11:10	UTC Updates	Ashley Brackett Maria Arvizu-Rodriguez
11:40	MESA Report	Christine Reed
11:50	Working Lunch/Setting UTC Goals	ALL
12:30	Adjourn	

**Thank you for your continued support of the
University Transfer Center and our students!**



UNIVERSITY TRANSFER CENTER ADVISORY BOARD MEETING
May 18, 2017
Building G, Room 106
Santa Maria Campus

AGENDA

10:00	Welcome/Introductions	Ashley Brackett
10:05	University Updates	University Representatives
10:30	MESA Report	Christine Reed
10:35	UTC Updates	Ashley Brackett Maria Arvizu-Rodriguez
11:00	Student Panel	Current Transfer Students
11:30	Working Lunch/Setting UTC Goals	ALL
12:30	Adjourn	

**Thank you for your continued support of the
University Transfer Center and our students!**

APPENDIX C

MESA/STEM Website Homepage

AHC College Catalog MESA/STEM Information

MESA Student Contract

MESA Program Application

MESA Statewide Eligibility Form

Enter search terms

Quick Links 

About AHC	College Resources	Students	Admissions & Registration	Financial Aid
---------------------------	-----------------------------------	--------------------------	---	-------------------------------

MESA/STEM

[Service & Event Calendar \(PDF\)](#)

[Announcements](#)

[How to Apply](#)

[Review Sessions, Organized Study Groups, & Tutoring Schedules](#)

[MESA Brochure \(PDF\)](#)

[MESA Milestones \(Newsletter\)](#)

[News Flashes](#)

[Student Learning Outcomes](#)

[Photo Gallery](#)

[Helpful STEM Links](#)

[Scholarship Toolkit](#)

[Internship Toolkit](#)

[STEM Learning Lab](#)

[Women in Engineering](#)

[Contacts](#)

[FAQs](#)

[Home](#) [MESA](#) [MESA Program & STEM Learning Lab](#)

MESA PROGRAM & STEM LEARNING LAB



The Mathematics, Engineering, Science Achievement Program

MESA is an academic program that provides a wide range of support services and activities aimed at fostering student achievement and increasing the success and participation they experience while pursuing a degree in mathematics, engineering, computer science, biology, architecture, kinesiology, or other science based programs. MESA enables students to prepare for and graduate from a four-year university with a math-based degree. It also seeks to increase the diverse pool of transfer-ready community college students who are prepared to excel as math, engineering and science majors. Through the program, students develop academic and leadership skills, increase educational performance, and gain confidence in their abilities to compete academically and professionally.

"MESA sets high standards while providing the academic tools needed for helping students to succeed. This deceptively simple approach is effective and has produced remarkable results."

Henry T. Yang
Chancellor, UC Santa Barbara

BENEFITS OF MESA

- Enhance your educational experience while completing the first two years of a bachelor's degree
- Gain industry knowledge
- Make friends who have similar academic and career interests
- Develop a close relationship with faculty members
- Develop and improve your academic leadership skills
- Raise your educational expectations
- Link with student and professional organizations to enhance your personal and professional development
- Access state-of-the-art computer equipment and the Internet

SERVICES OFFERED


- Orientation courses that transfer to CSU/UC
- Review Sessions, Organized Study Groups, & Tutoring
- Dedicated MESA student study center
- Scholarship and internship opportunities
- Career and leadership development activities
- Book loans (as available)
- Specialized student success seminars
- Student Education Plans (SEP) and academic counseling
- University transfer recognition and support

Meet with a MESA/STEM Counselor

LOCATION

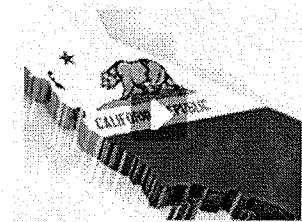
Santa Maria Campus Room W-21



 We're on Facebook!

Click to interact with us via Facebook. AHC MESA Alumni are especially encouraged to join us on Facebook and provide updates on your achievements and serve as a role models to our current students.

MESA-A SOLUTION TO THE ECONOMY



Video demonstrates how MESA is a solution to the California economy.

FOLLOW HANCOCK



1-805-922-6966 ext. 3446

HOURS

Fall/Spring:

Monday -Wednesday, 9 a.m. to 6 p.m.

Thursday, 9 a.m. to 5 p.m.

Friday, 9 a.m. to 2 p.m.

Summer:

Monday - Friday, 9 a.m. to 4 p.m. in June, July & August (as funding permits).

[top of page](#)

Allan Hancock College 800 S. College Dr. Santa Maria, CA 93454 1-805-922-6966

[Home](#) | [Privacy Policy](#) | [Contact Us](#) | [Employment](#) | [College Directory](#) | [Accessibility](#) | [Complaints](#)
Last Modified Oct 23, 2018

REGISTRATION Priority Registration (Day 1)

(Allan Hancock College Board Policy 5055)

The first day of Priority Registration is assigned to groups mandated by Title 5, Sections 58106, 56232, and 56026 or other relevant state regulations. Other priority registration days shall be assigned to local groups as recommended by the Student Success & Support Program committee and approved by the college superintendent/president and by the Board of Trustees.

In order to obtain priority registration status, new students must take the START test, attend a New Student Orientation (NSO) and an Academic Advising Workshop (AAW). Students who complete the AAW will receive a first semester plan of courses.

Students wishing to continue their priority registration status must remain in good academic and progress standing with the college. Students on second academic and/or progress probation or higher, will not be eligible for priority registration.

Students may appeal their priority registration with an academic counselor.

Day 1	<ul style="list-style-type: none"> • EOPS students • CalWORKs students • Learning Assistance students (DSPS) • Foster Youth up to age 24 • Members of the U.S. Armed Forces, or former military within 15 years of leaving active duty. (Verify your eligibility with the Financial Aid office. Your military ID card or DD214 will be required for verification).
--------------	---

Priority Registration (Day 2, 3, 4, 5 & 6)

Designated Registration is based on credits completed at Allan Hancock College. Credits completed are those which have been annotated to the student's transcript with a final grade of D or better. Completed credits do not include courses in progress.

Day 2	<ul style="list-style-type: none"> • Pre-approved Nursing Students • Approved Learning Assistance Volunteer Note Takers • Approved Student Athletes • Students participating in the PUENTE Program, CAN/TRIO, MESA or Bridges to the Baccalaureate (BttB) programs, if they have a Student Education Plan (SEP) on file • Students who have completed 50-100 credits
Day 3	<ul style="list-style-type: none"> • Students who have completed 30-49.5 credits • New students (defined as one who has never attended or registered at any post-secondary educational institution)
Day 4	<ul style="list-style-type: none"> • Students who have completed 12-29.5 credits
Day 5	<ul style="list-style-type: none"> • Students who have completed .5-11.5 credits • First Time Transfer
Day 6	<p>Open Registration</p> <ul style="list-style-type: none"> • Students who have completed more than 100 credits • All other eligible students

FEES AND EXPENSES

(Allan Hancock College Board Policy 5030)

Fees are payable at the time of registration. Arrangements for deferred payment or fees may be made for students paying nonresident tuition. Nonresident students interested in a payment plan must contact Auxiliary Accounting or Cashier Services prior to enrolling.

Schedule of Classes

Complete information about classes offered and registration procedures is available online at www.hancockcollege.edu. Click Class Search on the home page to view the most current class schedule. For registration procedures and other services and requirements, click Important Information. Printed class schedules are also made available at all college locations and local public libraries free of charge, while supplies last.

Enrollment Fee

There is an enrollment fee of \$46 per unit for all students classified as California residents. Community Education fees vary. Please check the current Spectrum class schedule for more information.

and recommendations. Participation offers the student an opportunity to enrich their college experience by participating actively in campus activities and to develop qualities of leadership and cooperation while working with students, faculty and administration in a variety of situations.

The Associated Student Body Government of Allan Hancock College will strive to:

- Represent the needs, interests and perspectives of AHC students at every level of decision making within the college, to regional and state organizations and nationally as necessary and appropriate to promote and encourage student success;
- Provide students with opportunities to engage in learning and leadership as well as governing processes and parliamentary procedure;
- Support a vibrant student life on campus consisting of extracurricular activities and events that encourage cultural diversity, unity and college pride in order to enhance the general welfare and academic success of AHC students.

The concerns of the student government are many and they encompass a wide variety of services which touch every student. There are student representatives on a number of campus-wide governance and policy making committees.

The Student Government is the executive arm of the Associated Student Body. Members of the Associated Student Body Government (ASBG) strive to increase communication between the administration, the faculty and the students. The Student Government provides an organized channel for support of major campus events. ASBG elections are held in the spring, but petitions may be submitted in the fall for unfilled offices and committee appointments. Student Government meetings are scheduled each Wednesday at 12:30 p.m. in the Student Center room G106A and are open to the public.

Clubs and organizations are an integral part of campus life at Allan Hancock College. Active clubs on campus can be viewed on the ASBG website at <http://www.hancockcollege.edu/asbg/clubs.php>. Information on starting a new club is on the website.

Other programs within Student Activities include: the Leadership Program, Student Ambassadors, the Mentorship Program and Food Share Because We Care.

ATHLETICS

Allan Hancock College is a member of the Western State Conference and competes in the California Community Colleges System in athletics under the direction of the California Community College Athletic Association. Allan Hancock College Football competes within the Southern California Football Association, the American Division.

The college provides a wide range of intercollegiate sports for both men and women. Men's sports include baseball, basketball, football, golf, soccer, and track and field. Women's sports include basketball, water polo, soccer, softball, swimming, cross-country, track and field and volleyball.

To be eligible for intercollegiate sports, athletes must be enrolled in and attending 12 units of class work. At least nine of the 12 units shall be attempted in courses counting toward the associate degree, remediation, transfer and/or certification as defined by the college catalog, and are consistent with

the student athlete's educational plan. To remain eligible in subsequent semesters, students must satisfactorily complete 24 units with a 2.0 grade point average between seasons of competition and complete a minimum of 6 units during the previous full-time term, prior to the second season of sport. Of the 24 semester units, 18 units shall be consistent with the criteria listed above. Questions on athletic eligibility should be referred to the athletic eligibility technician in the Admissions and Records office or to the associate dean/ athletic director Kinesiology, Recreation, & Athletics.

Equity in Athletics Disclosure Act

Under the Equity in Athletics Disclosure Act of 1994, Section 360B of Pub.L. 103-382, Allan Hancock College must provide specific information about its athletic programs for inspection by students, prospective students and the public by October 30 of each year for the previous reporting year. Such information is available online at <http://ope.ed.gov/athletics/>.

In compliance with State and Federal Title IX laws pertaining to equitable opportunities for men and woman, respective community colleges, governed under the California Community College Athletic Association, must complete and report the three-part test as indicated on the Form R-4. The three part test includes: participation proportionate to full-time undergraduate enrollment, continued program expansion, or fully and effectively accommodating the underrepresented gender.

MESA PROGRAM

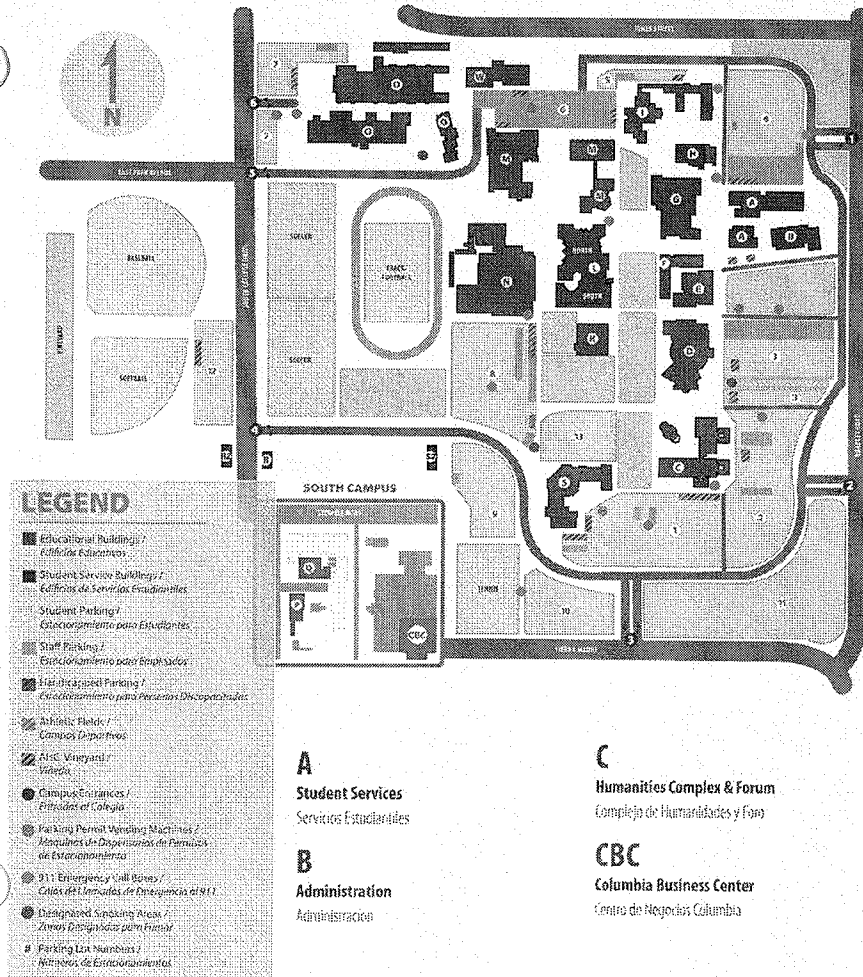
The Mathematics, Engineering, Science Achievement (MESA) Program grant is funded by the California Community College Chancellor's Office. MESA provides academic support to financially and educationally disadvantaged students majoring in math-based disciplines who plan to transfer to four-year universities. MESA services include tutoring, academic excellence workshops, a student study center, industry and university field trips, scholarships, internships, career and leadership development activities and transfer counseling.

Students who meet the criteria established by the state MESA grant are eligible for the program. To apply, visit the MESA center located in building W, Room 21, on the Santa Maria campus. For more information, call MESA at 805-922-6966 ext. 3446.

CAL-SOAP PROGRAM

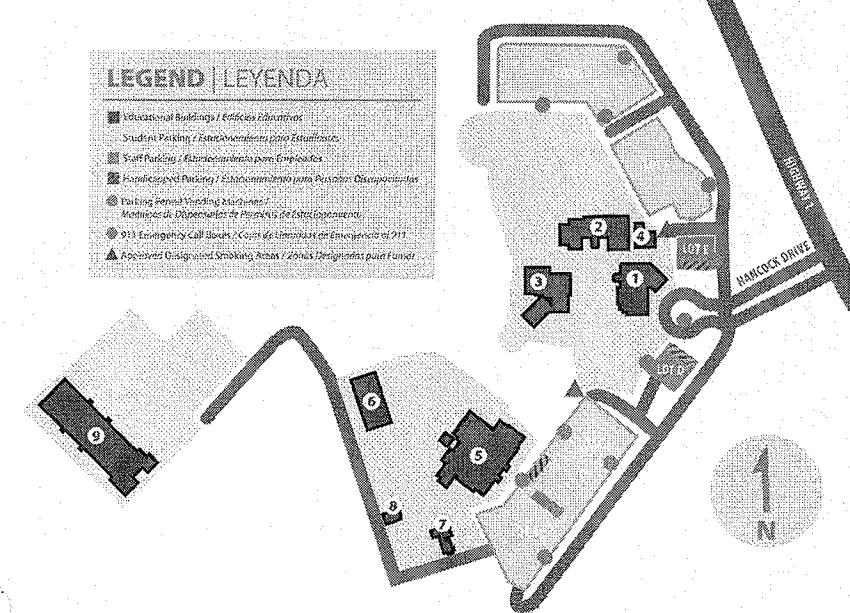
The Central Coast California Student Opportunity and Access Program (Cal-SOAP), administered by the California Student Aid Commission, is designed to increase post-secondary educational access to low-income and first generation elementary and secondary school students. Services provided by the project include academic tutoring, advising on academic preparation, admissions requirements, financial aid information, FAFSA and Dream Act completion. The Central Coast Cal-SOAP Consortium is composed of two community colleges and two university partners and provides services in six K-12 school districts and two community-based organizations. To contact CAL-SOAP, please call 805-922-6966 ext. 3710.

Santa Maria Campus



- D** Performing Arts Center
Centro De Artes Interpretativas
• Marian Theatre
• Severson Theatre
- E** Music
Música
- F** Fine Arts
Artes Finas
- G** Student Center & Bookstore
Centros Estudiantil y Libreria
- H** Campus Graphics
Centro de Grafica
- I** Early Childhood Studies
Estudios Infancia Temprana
• Children's Center
- K** Business Education
Educación en Negocios
- L North** Library
Biblioteca
- L South** Academic Resource Center
Centro de Recursos Académicos
- M** Math & Science Complex
Complejo de Matemáticas & Ciencias
- N** Sports Pavilion
Pabellón Deportivo
• Joe White Memorial
Gymnasium
- O** Industrial Technology
Tecnología Industrial
- P & Q** Plant Services
Servicios de La Planta
- S** Community Education,
ESL & Noncredit Counseling Program
Educación Comunitaria, Inglés Como Segunda Lengua
(ESL) & Programa de Consejería de No Calificados
- S2** Police Department
Departamento de Policía
- W** Student Health Services Center,
Stem Center, & Mesa Program
Centro de Servicios de Salud Estudiantil,
Centro de Stem, & Programa Mesa

Lompoc Valley Center



- Learning Assistance Program**
Programa de Asistencia Aprendizaje (LAP)
- Learning Resources Center/Library**
Centro de Recursos de Aprendizaje/Biblioteca
- Registration & Cashiers Services**
Inscripciones & Servicios de Cajera
- Student Lounge/ATM**
Salón del Estudiante/ATM
- Student Success Center**
Centro de Exito Estudiantil
- Tutorial**
Tutorías
- BLDG. 2 | EDIFICIO 2**
Administration
Administración
- Certified Nursing Assistant Lab**
Acuerdo de Enfermera Certificada
- Faculty Workroom**
Sala de Profesores
- Lecture Classrooms**
Salones de Clases
- START Assessment**
Asesoria de Pruebas Start
- BLDG. 3 | EDIFICIO 3**
Art Studio
Estudio de Arte
- Lecture Classrooms**
Salones de Clases
- Physical Education/Dance**
Educación Física/Danza
- Plant Services**
Servicios de Mantenimiento de La Planta
- Science Labs**
Laboratorio de Ciencias
- BLDG. 4 | EDIFICIO 4**
Utilities
Electricidad
- BLDG. 5 | EDIFICIO 5**
Administration/Classrooms/Labs
Administración/Salones
- Public Safety Training Complex**
Entrenamiento de Seguridad Pública
- BLDG. 6 | EDIFICIO 6**
Apparatus Storage
Bodega para Aparatos
- BLDG. 7 | EDIFICIO 7**
Fire Tower
Torre de Observación
- BLDG. 8 | EDIFICIO 8**
Class A Burn Building
Entrenamiento en Quemaduras Tipo A
- BLDG. 9 | EDIFICIO 9**
Shooting Range
Campo De Tiro

- BLDG. 1 | EDIFICIO 1**
Bookstore
Libreria
Campus Police
Policia del Colegio
- Counseling/Transfer/Career Services**
Consejería/Transferencia/Servicios de Carrera
EOPS/CARE/CalWorks/CAFYES
EOPS/CARE/CalWork
- Financial Aid**
Ayuda Financiera
Health Services
Servicios de Salud



Allan Hancock College

Student Contract

We are pleased that you have taken another step toward your success in education by joining MESA. In order for you to receive the full benefits of MESA and for us to be able to provide a quality program, we must both agree to the responsibilities outlined below. Please read them carefully, and ask questions if necessary. Students not adhering to the *Student Contract* may be removed from the MESA Program.

As a MESA student, I understand that I must:

ACADEMIC:

- Complete ENGR 100 (Intro. to Engr.) or STEM 100 within my first year in the MESA Program.
- Participate in Academic Excellence Workshops (aka.-review sessions and organized study groups) for courses I am enrolled in, unless I have a work or class schedule conflict.
- Update my Student Education Plan every semester with the MESA counselor.
- Follow my Student Education Plan, especially the math and science sequences.
- Uphold academic integrity and honesty. Maintain a 2.0 GPA or higher.

PARTICIPATION:

- Attend a minimum of (3) MESA/STEM Program workshops/success seminars and/or fieldtrips.
- Develop and submit a résumé to MESA before transferring to a university.
- Attend any appointments with the MESA Coordinator/Counselor, MESA staff as requested.
- Attend MESA sponsored field trips and events when possible.
- Visit the MESA center frequently to keep informed about events, scholarships, internships, conference opportunities and the MESA website.
- Check my email account at least two times per week for MESA news.
- Contribute at least two hours per semester for MESA outreach events/activities.

MESA STUDENT STUDY CENTER:

- Be respectful to MESA staff, faculty, and other MESA students using the center.
- Follow all MESA center policies regarding food, computers, closing time, and maintaining a quiet study environment.
- At all times, respect MESA property, and return loan items on time.
- Keep staff informed about changes in contact information.

MESA Staff members agree to provide academic support and services as per the MESA Community College grant guidelines. MESA is committed to providing an environment of; harmony, respect, and equal educational opportunities. Toward that end, students in MESA have the unique advantage of being able to meet and work with students from diverse cultures and backgrounds, forming a network of support in reaching their goals. Learning more about other cultures, beliefs, and ways of working together will be an essential part of your success in the future. We welcome your suggestions, and if you ever have any concerns, please feel free to contact the MESA Director, Christine Reed.

MESA Counselor/Coordinator Date

MESA Student Signature Date

Print Name



MESA Community College Program (MCCP) Application

PLEASE COMPLETE ALL ITEMS AND PRINT CLEARLY

Social Security Number: _____ - _____ - _____ Student ID #: H _____

First Name: _____ Middle (or initial): _____ Last Name: _____

Permanent Address: _____

Current Address/Mailing Address (if different): _____

City: _____ State: _____ Zip: _____

Home Phone: () _____ Work Phone: () _____ Cell Phone: () _____

E-mail: _____ Birth date: ____/____/____ Gender: Male Female

Ethnicity: (1) _____ (2) _____ American Indian/Alaskan Native tribal affiliation: _____

Is a language other than English spoken regularly in your home? No Yes If yes, specify: _____

Residential status:

- US Citizen
- Permanent Resident
- F1 Visa
- Resident Alien
- Other _____

Completed science and math classes (any college):

Previous school(s) attended:

High School: _____
Date: _____

College: _____
Dates: _____

College: _____
Dates: _____

When did you first enroll at this college:
_____/_____
Semester Year

Challenges that may interfere with your academic success (check all that apply):

- Financial need
- Employment issues
- Family obligations
- Knowledge of educational system
- Exceptional needs (specify below) _____

Total number of college units completed:

- 0-29 30-60 60+

Do you have a Bachelor's degree?

- Yes No

Current college GPA: _____

Declared Major: _____

What was your first college math class?

Are you employed? Yes No

If yes, how many hours per week? _____

Are you a Veteran? Yes No

Highest level of education achieved by each of your parents/guardians (please indicate by using a letter):

_____ Father _____ Mother

- A. No school/elementary school
- B. 8th grade or less
- C. Some high school
- D. High School graduate
- E. Some college/university
- F. Community college degree
- G. 4-year college degree
- H. Professional degree (law, medical, etc)
- I. MS/MA/MBA/Ph.D.
- J. Other _____
- K. Don't know

Type of work your parents or guardian have done over the past years or prior to retiring (please indicate by using a letter):

_____ Father _____ Mother

- A. Never Employed
- B. Farm Worker
- C. Business Administration
- D. Retail/Sales/Clerical
- E. Mechanic
- F. Professional – (Doctor, Lawyer, Other Professional)
- G. Factory Worker
- H. General Laborer
- I. Teacher/Professor
- J. Skilled technician – Medical, Educational, Trades
- K. Engineer/Computer Scientist/Scientist
- L. Other _____
- M. Don't know

Top 3 university transfer choices:

1) _____ 2) _____ 3) _____

Current Schedule	
Course Title	Units

- 1) Have you applied for MESA in the past? yes no
- 2) How did you hear about MESA? Math teacher AHC counselor MESA student other _____
- 3) Are you receiving Financial Aid or BOGW? yes no
- 4) Are you an EOPS student? yes no
- 5) Are you a first generation college student? yes no
- 6) Are you eligible for Math 331? yes no
- 7) Do you have a Student Education Plan (SEP) on file? yes no
- 8) What high school did you attend? _____
- 9) Why are you interested in MESA? _____
- 10) How would you contribute to the MESA Program? _____
- 11) What is your declared major? _____

Supplemental Information:

- Are you interested in teaching math or science? Yes No
 Middle/Junior High School High School Community College University
- Are you interested in a graduate degree? Yes No
- Are you interested in a professional degree? Pre-med Pre-vet Pre-dental Pre-pharmacy
- Are you a participant in the Puente program? Yes No No program available
- Are you a participant in EOPS? Yes No

I give my permission for MESA to give my name, phone number, and address to college and employer representatives, and to use my photograph in MESA and college promotional materials. Yes No

By applying to the MESA Community College Program, I understand that I give my permission for MESA to obtain information about my performance from colleges and testing agencies, financial aid and other offices to determine eligibility for the MESA program. You may be asked to provide additional information for eligibility determination.

I certify that I have provided true and correct information.

MCCP Applicant signature

Date

If under 18 years of age,
signature of Parent or
Guardian

Date



California Community College MESA Program Student Eligibility Form

This document must be completed by the MESA Director or Counselor during the initial interview with the student applicant. This checklist is required to determine student eligibility.

Name: _____ Student ID#: _____ Program Year: _____

All MESA students must meet all of the following MESA criteria.

Community College MESA Program Criteria:

- ___ Student has a declared major in a math or science based field _____
- ___ Student intends to transfer to a four-year institution
- ___ Student will complete the educational plan from current semester *through transfer* that indicates planned enrollment beginning with pre-calculus or above, and at least two courses from one of the following:
 - ___ Calculus I, calculus II, calculus III, differential equations, or linear algebra
 - ___ Engineering physics or calculus-based physics
 - ___ General chemistry
 - ___ Major level biology
- ___ Student's math assessment is at or above elementary algebra at the time of enrollment in the MESA Program
- ___ Student does not have a previous Bachelor's degree in any field
- ___ Student agrees to participate in Community College MESA Program activities and signs the student contract

In addition to meeting the above requirements, incoming MESA students must meet at least one of the criteria in each of the following categories:

Financial Disadvantage Criteria:

- ___ Recipient of BOGW grant, PELL grant, Federal Work Study, or other need-based/subsidized Financial Aid
- ___ Eligible for EOPS/CARE/CalWORKs
- ___ TRIO Program participant (Talent Search, Upward Bound, Student Support Services)
- ___ Federal poverty level or below household income (\$22,050 or less for family of four)
- ___ Student is not yet 24, but is living on their own and supporting themselves/a family (provide documentation)
- ___ Parent/Guardian/Student is on TANF (Welfare)
- ___ Qualified through special circumstances as determined and approved by the California Community College Chancellor's Office MESA Project Monitor; include all correspondence regarding this request in the student's file.

Educational Disadvantage Criteria:

- ___ Student enrolled began community college with a math assessment at or below elementary algebra (level: _____)
- ___ Neither parent nor guardian has a Bachelor's degree or higher level of educational attainment in any country
- ___ Student attended a designated feeder high school with API scores in the lowest quartile (US Dept of Education Website) for API scores is: <http://api.cde.ca.gov/reports/page2.asp?subject=API&level=County&submit=submit>. Indicate school _____
- ___ Student was a participant in a MESA Schools Program (MSP)
- ___ Qualified through special circumstances as determined and approved by the California Community College Chancellor's Office MESA Project Monitor; include all correspondence regarding this request in the student's file.

Supplemental Information:

- Is this student interested in teaching math or science? Yes No
 - Middle/Junior High School High School Community College University
- Is the student interested in a graduate degree? Yes No
- Is the student interested in a professional degree? Yes No Pre-med Pre-vet Pre-dental
 - Pre-pharmacy Other: _____
- Is the student a participant in the Puente program? Yes No No program available
- Is the student a participant in EOPS? Yes No

Survey Data:

- ___ Prospective MESA student is from one of the following groups:
 - ___ African American ___ Latino/Mexican American ___ Native American
 - ___ Asian Pacific-Islander ___ Caucasian/White ___ Asian-American ___ Other: _____

Director's Initials: _____ Date: _____

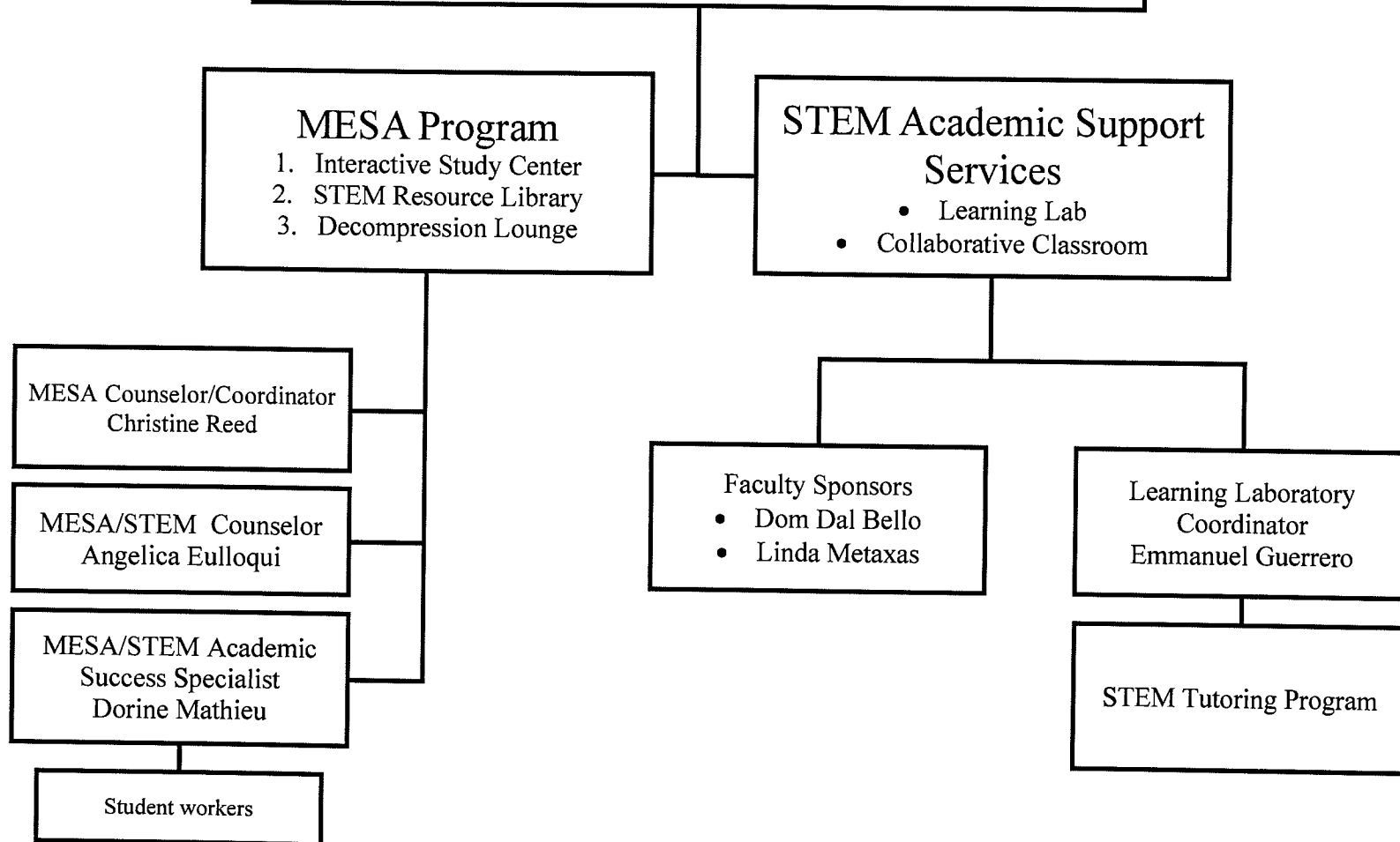
Director's comments: _____

APPENDIX D

MESA/STEM Organizational Chart

MESA/STEM Staff Website page

MESA/STEM Academic Success Center



Enter search terms

Quick Links 

About AHC	College Resources	Students	Admissions & Registration	Financial Aid
---------------------------	-----------------------------------	--------------------------	---	-------------------------------

MESA/STEM

[Service & Event Calendar \(PDF\)](#)

[Announcements](#)

[How to Apply](#)

[Review Sessions, Organized Study Groups, & Tutoring Schedules](#)

[MESA Brochure \(PDF\)](#)

[MESA Milestones \(Newsletter\)](#)

[News Flashes](#)

[Student Learning Outcomes](#)

[Photo Gallery](#)

[Helpful STEM Links](#)

[Scholarship Toolkit](#)

[Internship Toolkit](#)

[STEM Learning Lab](#)

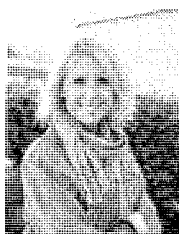
[Women in Engineering](#)

[Contacts](#)

[FAQs](#)

[Home](#) [MESA](#) [MESA & STEM Center Staff](#)

MESA & STEM CENTER STAFF

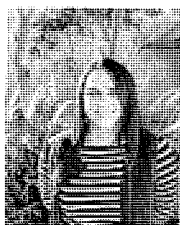


Christine Reed, MESA Counselor/Coordinator
(began at AHC in 1996)

Christine has been a counselor at Allan Hancock College since 1996. The first 13 years of her career, she was the University Transfer Center Counselor/Coordinator where she coordinated university transfer services for the college and served as the lead transfer counselor, serving AHC's transfer-directed student population. Since 2009, she has served as the Mathematics, Engineering, Science Achievement (MESA) Program Counselor/Coordinator in which she serves as the lead counselor for MESA and STEM students and coordinate the college's MESA

program and grant funding. Additionally, she teaches Personal Development courses and STEM 100 – Academic Success Strategies for STEM students. Christine holds a bachelor's degree in Agricultural Business from California Polytechnic State University, San Luis Obispo and a master's degree in education, counseling and guidance from California Polytechnic State University, San Luis Obispo. She enjoys living on the Central Coast, competing in triathlons locally and throughout the state, being a mother of twins, and supporting student success among the student body of Allan Hancock College.

Email: creed@hancockcollege.edu
Office: W-19
Phone: 1-805-922-6966 x.3348



Angelica Eulloqui, MESA/STEM Counselor
(began at AHC in 2015)

Angelica has been a part-time counselor at Allan Hancock College since 2015. She has been serving as the STEM Counselor in the STEM Center. Prior to beginning her career as a counselor, she interned with the STEM and MESA Programs as a Career Mentor and Counseling Intern. She has developed a strong commitment and passion to supporting students succeed academically and go onto the 4-year university.

Angelica is a Hancock Alumni. She transferred to California State University, Northridge and earned a Bachelor degree in Sociology. She also holds a Master Degree in Education, Counseling and Guidance from California Polytechnic State University, San Luis Obispo. During her free time, Angelica enjoys spending time with her family, visiting beaches, and hiking our local trails.

Email: aenriquez@hancockcollege.edu
Office: W-22
Phone: 1-805-922-6966 x.3557



Dorine Mathieu, MESA Technician
(Began at AHC in 2005)

Dorine has worked at Allan Hancock College since early 2005. She began working in the Vice President of Student Services Office, as an assistant and then as a part-time Interim Student Activities Coordinator. In 2008, she began working for the MESA (Math, Engineering and Science Achievement) Program and additionally six years as the MESA Club advisor. She is also an alumni of Allan Hancock College. As a first generation college student herself, Dorine is passionate about encouraging and supporting students in pursuit of higher education.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" ~ Maya Angelou

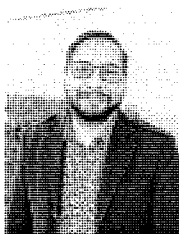
Email: dmathieu@hancockcollege.edu
Office: W-21
Phone: 1-805-922-6966 x.3446

WE'RE CHANGING THE ODDS!



FOLLOW HANCOCK





Emmanuel Guerrero, Instructional Assistant STEM Center
(began at AHC in 2014)

Emmanuel moved to the central coast from Oxnard, California after working as a STEM tutor at Oxnard College. Emmanuel's job focuses on coordinating the tutoring efforts of the MESA Program and STEM Center, working with faculty, Hancock alumni and Hancock students to support students taking STEM courses. Emmanuel enjoys long walks to the refrigerator and *being extra*. Emmanuel like most humans is composed of Carbon, Hydrogen, Oxygen, Nitrogen, Phosphorus, Sulfur as well as a few trace elements with a high NaCl(s) concentration. Emmanuel loves

STEM! Science because molecules taste delicious. Technology because it helps him see what his life would be like if he were a dog. Engineering because it gets him to work every day and Math because it is the same in every country.

"Is butter a carb?" - Regina George

Email: emmanuel.guerrero2@hancockcollege.edu

Office: W-22

Phone: 1-805-922-6966 x.3547

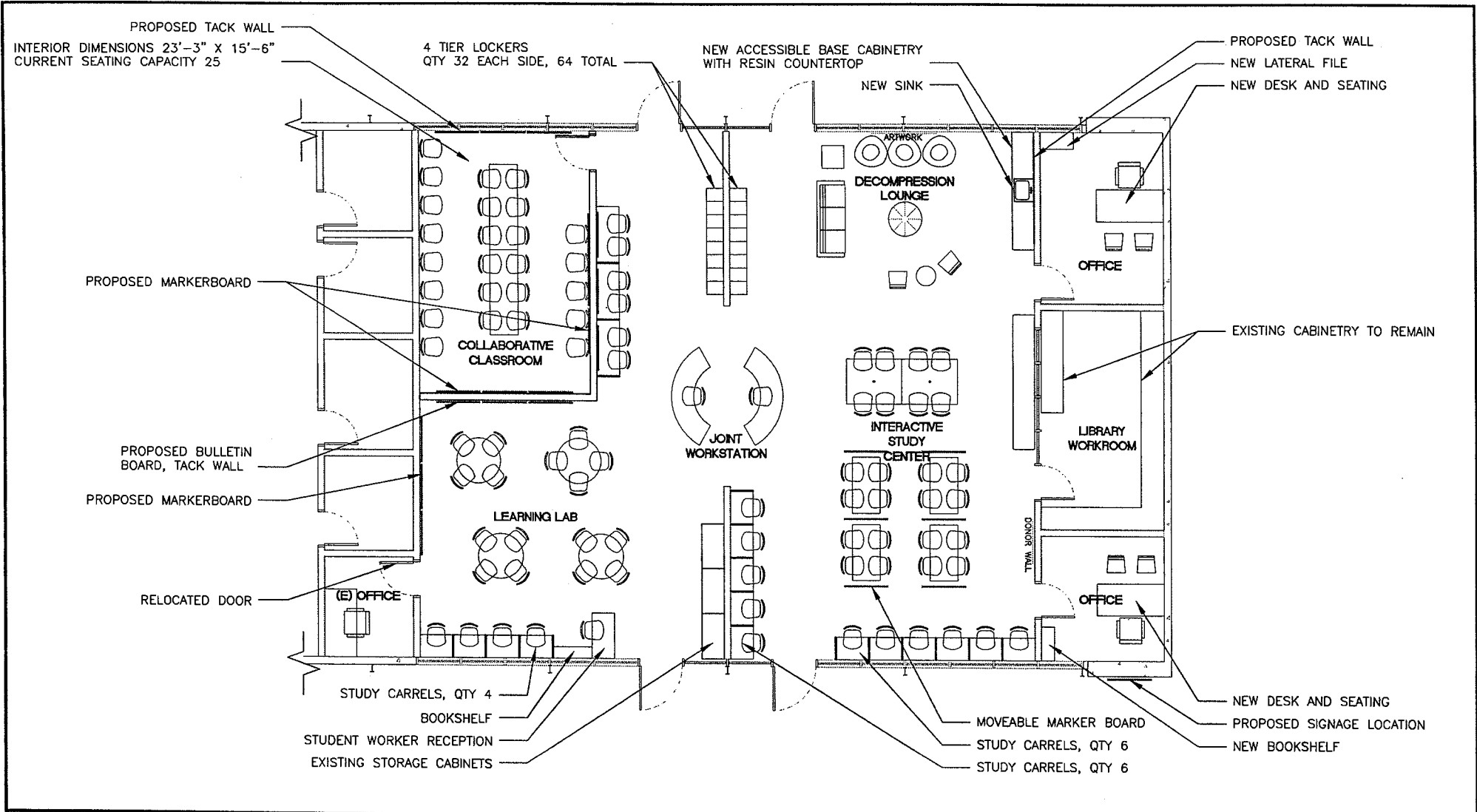
[top of page](#)

Allan Hancock College 800 S. College Dr. Santa Maria, CA 93454 1-805-922-6966

[Home](#) | [Privacy Policy](#) | [Contact Us](#) | [Employment](#) | [College Directory](#) | [Accessibility](#) | [Complaints](#)
Last Modified Oct 23, 2018

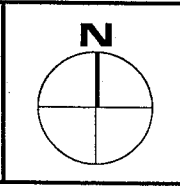
APPENDIX E

MESA/STEM Academic Success Center Architectural Renderings



RAVATT ALBRECHT & ASSOC.
 1371 PACIFIC STREET
 SAN LUIS OBISPO, CA 93401
 P: (805) 786-4391 F: (805) 786-4792

RAVATT ALBRECHT & ASSOC.
 125 UNION AVENUE, SUITE 201
 ORCLIFT, CA 93455
 PO BOX 2267
 SANTA MARIA, CA 93457-2267
 P: (805) 928-5002 F: (805) 928-0195



SHEET TITLE:
CONCEPTUAL FLOOR PLAN

 PROJECT:
MESA STEM ACADEMIC SUCCESS CENTER
ALLAN HANCOCK COLLEGE
 SANTA MARIA, CA 93454

SCALE:
 0 4' 8' 16'

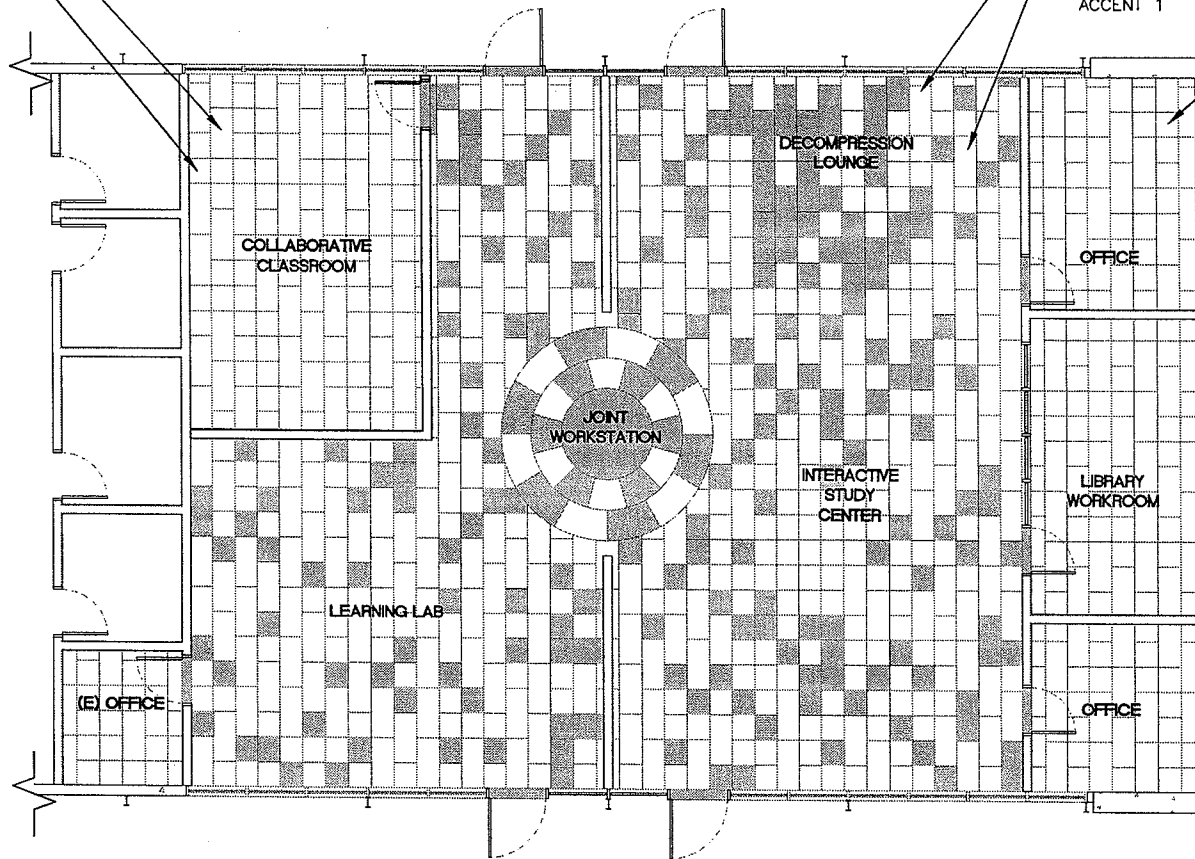
 SCALE: 1/8" = 1'-0"

JOB NO:
RA#17.658
 DATE:
10.31.17
 SK
1.00

CARPET SQUARE
FIELD TILE
CARPET SQUARE
ACCENT 2

CARPET SQUARE
FIELD TILE
CARPET SQUARE
ACCENT 1

CARPET SQUARE
ACCENT 2



RAYATT ALBRECHT & ASSOC.
1371 PACIFIC STREET
SAN LUIS OBISPO, CA 93101
P: (805) 786-4391 F: (805) 786-4792

RAYATT ALBRECHT & ASSOC.
125 LINCOLN AVENUE SUITE 201
ORCLIFF, CA 93455
PO BOX 2367
SANTA MARIA, CA 93457-2367
P: (805) 928-5002 F: (805) 928-0195



SHEET TITLE
CONCEPTUAL FLOOR FINISH PLAN

PROJECT:
**MESA STEM ACADEMIC SUCCESS CENTER
ALLAN HANCOCK COLLEGE
SANTA MARIA, CA 93454**

SCALE

0 4' 8' 16'



SCALE: 1/8" = 1'-0"

JOB NO.

RA#17.656

DATE

10.31.17

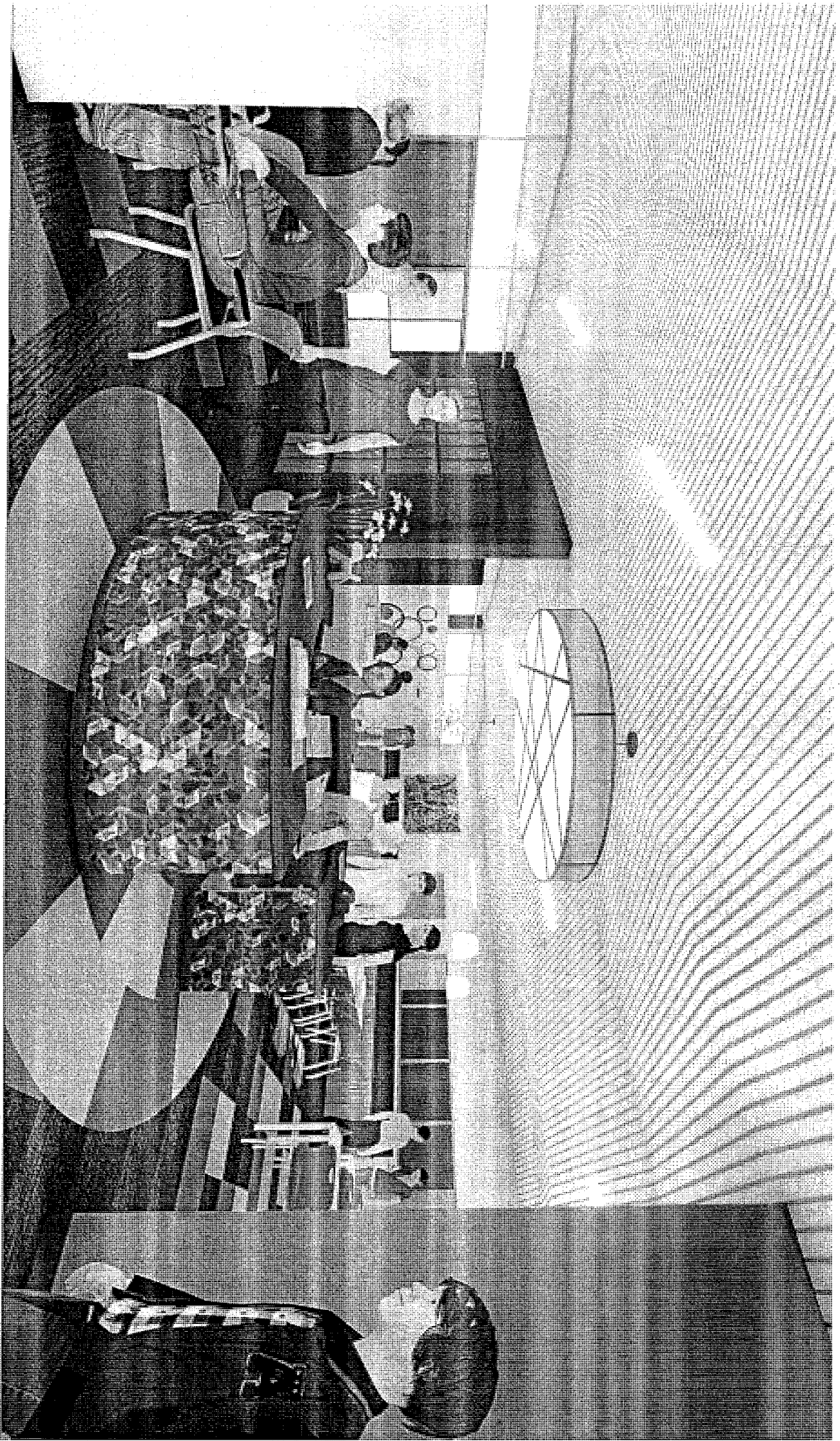
SK

1.00

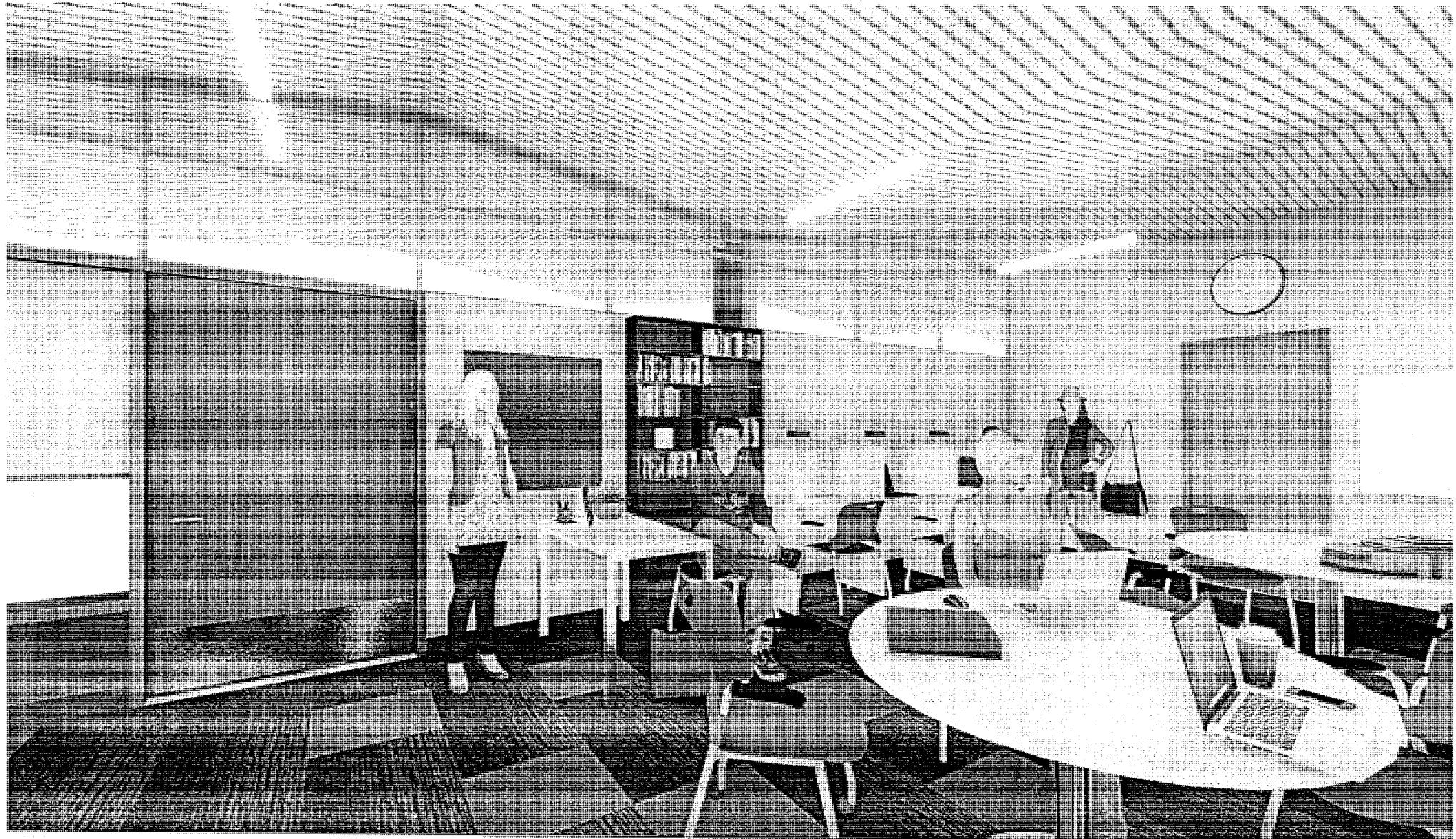


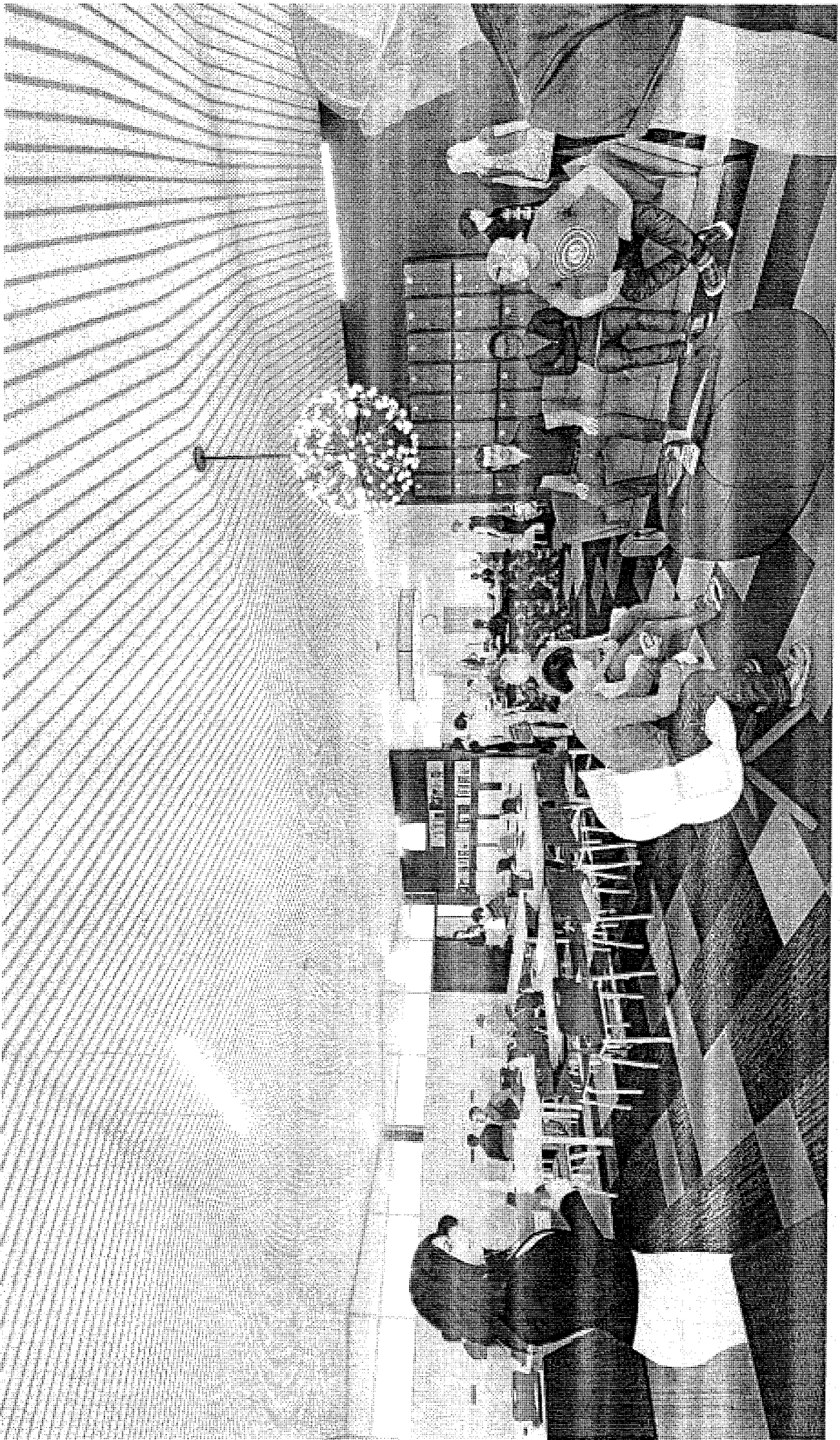
MESA/STEM
ACADEMIC SUCCESS CENTER

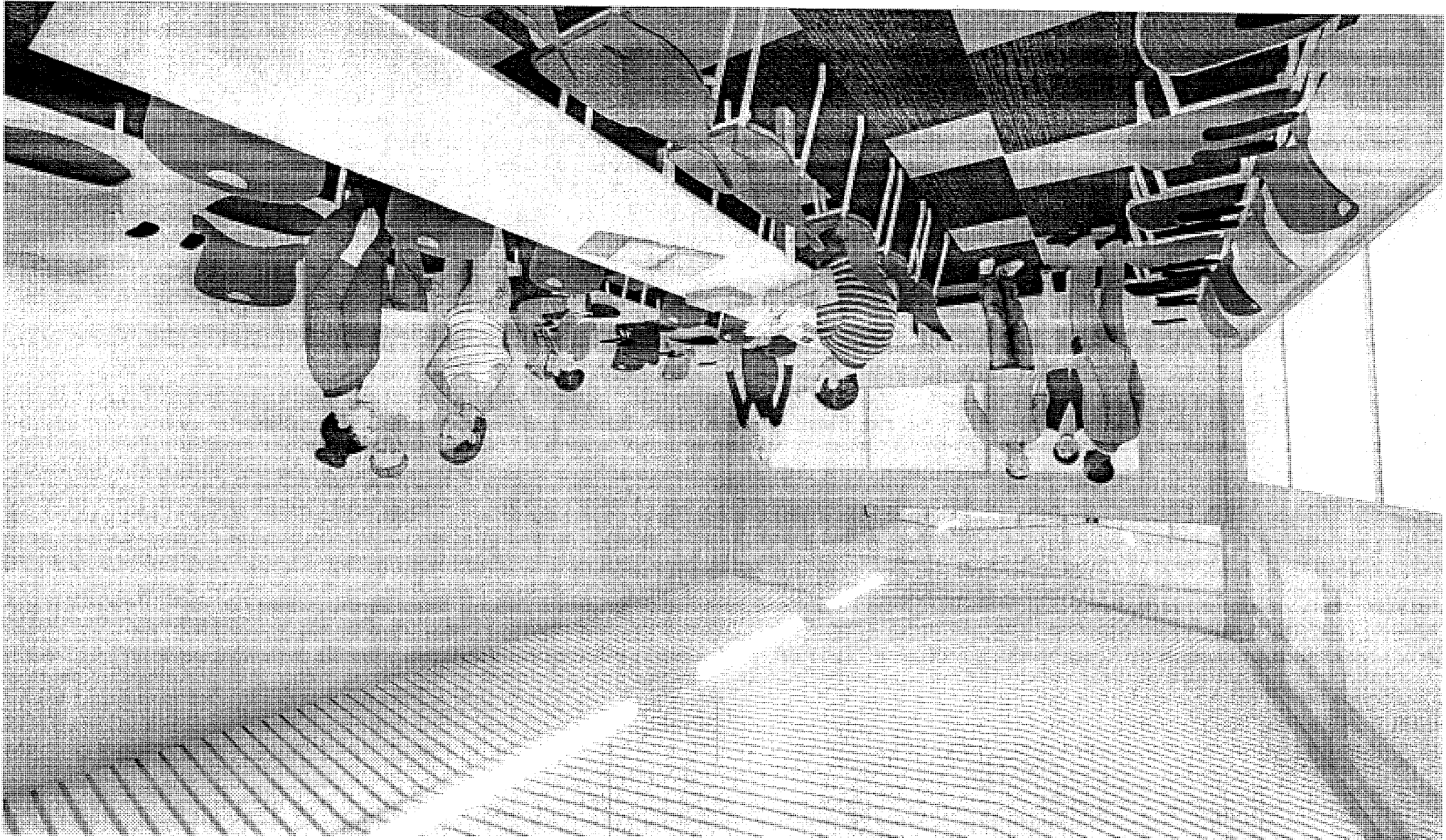




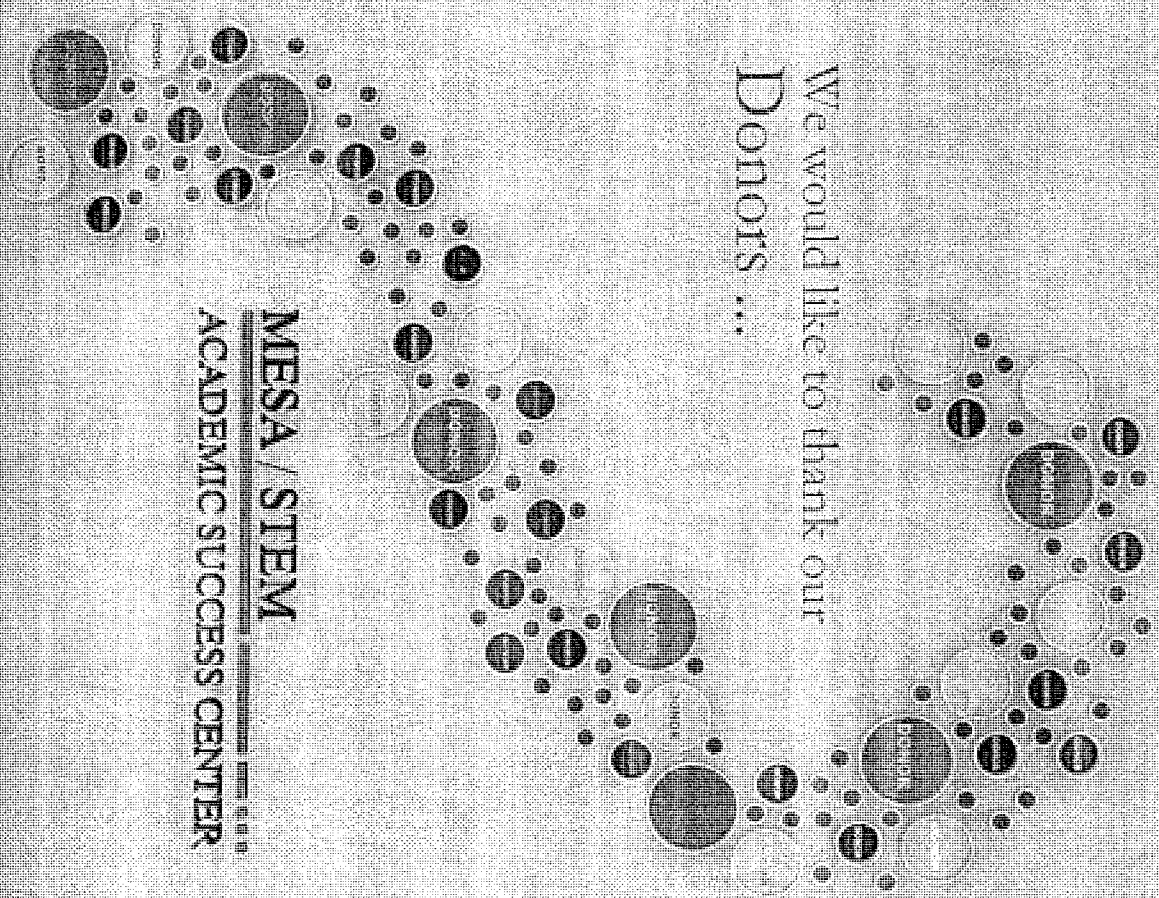




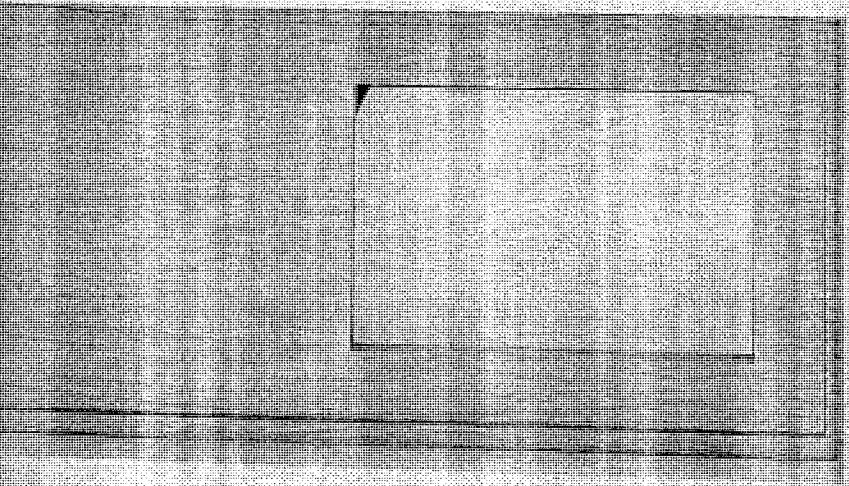
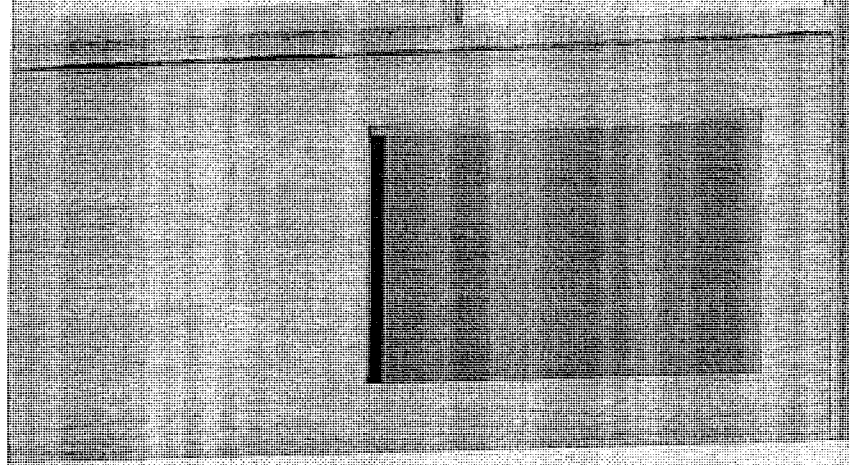




We would like to thank our
DONORS ...



MESA / STEM
ACADEMIC SUCCESS CENTER



APPENDIX F

MESA/ STEM Student Recognition Reception Programs

Melford Borzall Internship Announcement and Application

Week of Discovery Flyer

MESA Milestones (Newsletters) with SLO Data

~Welcome~

Dean's List fall 2015

Andres Alcaraz-Barajas • Bianca Aleman
Christopher Barbarick • Matthew Barcus
Adam Barraza • Griselda Bautista-Juarez
Stephanie Carpintero-Flores • Kimberly Carlisle
Nicole Cason • Skyler Ceronio • Dominic Chiavacci
Josiah Close • John Corridoni • Paulina Delgado
Luis Diamanos • Megan Drap • Justin Engwall
Sierra Ervin • Emiliano Escamilla • Briceyda Gabino-Lopez
Gabriel Epp • Dante Gamble • Miranda Gamboa
David M Garcia • Julio Garcia-Gonzales • Rebecca Gonzales •
Zackeris Gordon • Sara Gutierrez-Franco • Jeremiah Hernandez
Shane Hunter • Kevin Hurtado • Zaina Kazak • Cody Kiniry •
Emmett LambertKaye Lao • Jessica Lerena • Jelani Lewis •
Alexandra Lopez Zachary Marson • Sammad Mazarei
Miriam Mendez • Mino Morales • Uriel Morales
Jesus Nunez-Belica • Taylor O'Leary •
Ismael Orduna-Martinez • Ulises Perez
Baruc Pozos • Nicholas Pierini
Andrew Richey • Hernan Rodriguez • Julian Rojas
Jose Sagrero • Oula Samaan • Guadalupe Sanchez
Esmeralda Sanchez-Avila • Krista Triguero
Alexa Trujillo • Maryam Vahdati • Elida Valdez
Araceli Vasquez-Angon • Colton Vosburg

Evening Welcome..... Kevin Walthers

Keynote Speaker Sean Reilly



SESMC/Scholarship in Engineering, Science, Mathematics
and Computer Science.....Dominic Dal Bello

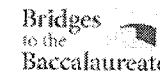
Bridges to the Baccalaureate.....Warren F Gabaree

MESA/STEM Tutoring Program.....Christine Reed

Math Challenge Awards.....Dorine Mathieu

Presentation of the Transfer
Class fall 2016.....Angelica Enriquez
Christine Reed

Thank you for joining us tonight!





DEAN'S LIST FALL 2017

Benjamin Aguayo	Juan Macias
Gabriel Alcantara	Sam Mazarei
Wyatt Allen	Jose Medina
Edgar Alvarado	Aurora Paz
Pedro Asuncion	Ulises Perez
Guillermo Barron	Nicholas Pierini
Karina Cervantes	Joseph Pinheiro
Jenny Chiao	Rebecca Rodriguez
Dante Gamble	Manuel Ramos
Miranda Gamboa	Julian Rojas
Zackeris Gordon	Jose Sagrero
Jon Griffin	Victoria Steller
Catherine Johnson	Maria Tafoya
Annalise Ketz	Joseph Trevino
Jonathan Lai	Maryam Vahdati Nia
Emmett Lambert	
Gabriel Leonides	

WELCOME

Evening Welcome. **Dr. Richard Mahon**
Dean, Academic Affairs

Keynote Speaker. **Jay Pritchard**
Director 30th Space Wing Vandenberg
Space and Technology Center

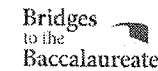
MESA/STEM Tutoring Program. **Emmanuel Guerrero**
STEM Instructional Assistant

SESMC & ESTEEM Scholars Programs
Engineering, Science, Mathematics &
Computer Science **Dominic Dal Bello**
Professor, Engineering
Chair, Mathematical Sciences

Bridges to the Baccalaureate **Dr. Warren Gabarée,**
Director, BTTB
Jorge Del Pozo,
Student, biological sciences

Presentation of the Transfer
Class fall 2017 **Angelica Enriquez**
MESA/STEM Counselor
Christine Reed
MESA Coordinator/Counselor

THANK YOU FOR JOINING US TONIGHT!





Thank You to Exxon Mobil

for the continued generous support for
scholarship funds to ensure our students success

WELCOME

Evening Welcome **Dr. Kevin G Walthers**
Superintendent/President

Keynote Speaker **Jing Wan**
California Operations Asset Manager,
Exxon Mobil Production Co. U.S. Production

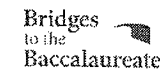
MESA/STEM Tutoring Program **Emmanuel Guerrero**
STEM Instructional Assistant

SESMC & ESTEEM Scholars Programs
Engineering, Science, Mathematics &
Computer Science **Dominic Dal Bello**
Professor, Engineering
Chair, Mathematical Sciences

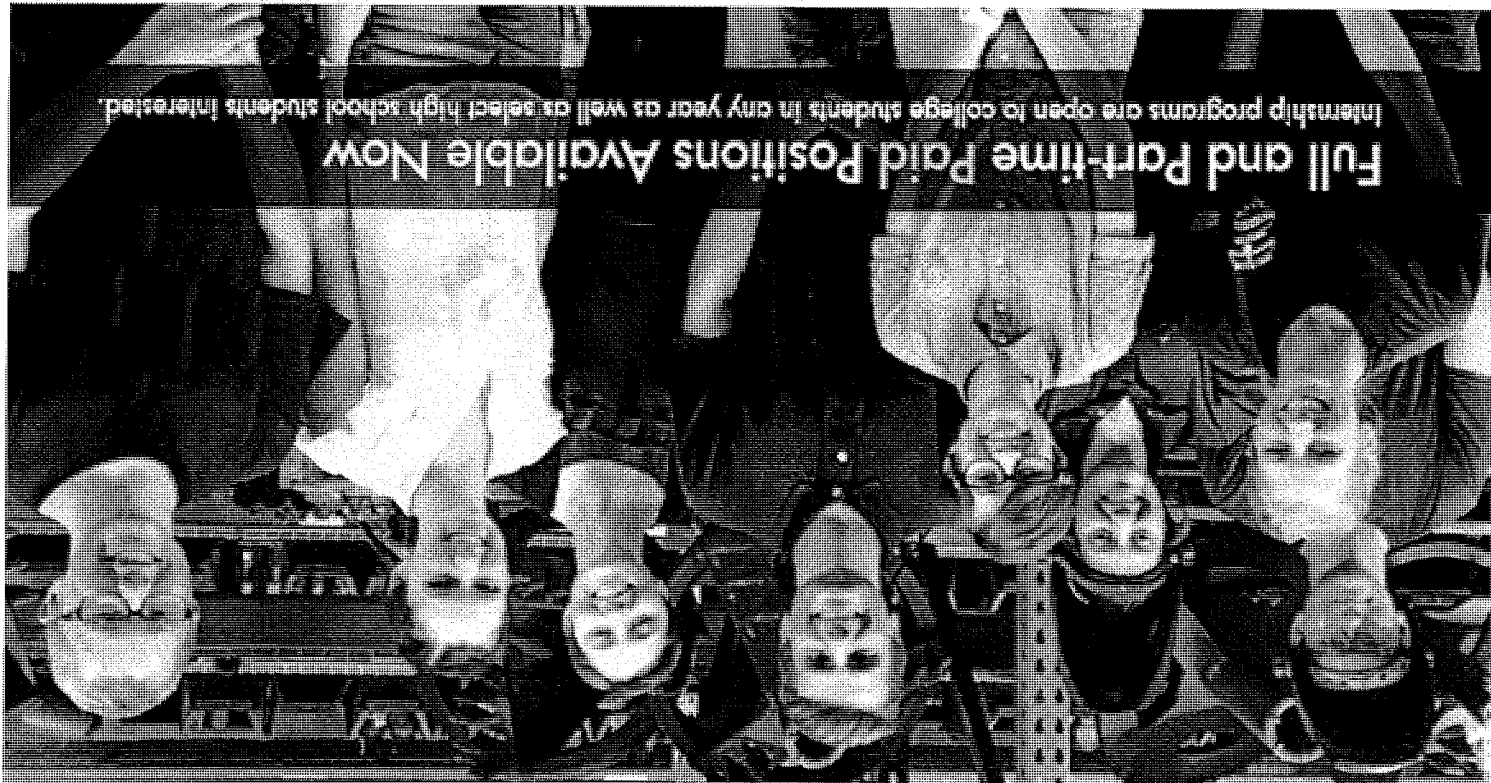
Bridges to the Baccalaureate **Leonard Miyahara, DDS**
Professor, Biology
BTTB Director

Presentation of the Transfer
Class fall 2018 **Angelica Enriquez**
MESA/STEM Counselor
Christine Reed
MESA Coordinator/Counselor

THANK YOU FOR JOINING US TONIGHT!



MELFRED BORZALL | 2019 Summer Internship



Full and Part-time Paid Positions Available Now
 Internship programs are open to college students in any year as well as select high school students interested.

Real Experience with Real-world Projects

Methed Borzell is a family-owned and operated tooling manufacturing company for the underground construction industry. We operate top-line CNC machinery and design programming. We are committed to supporting education by sponsoring school robotics teams, senior projects, class tours and providing summer internships. We offer competitive pay and often full-time positions from our interns.

General Requirements

Submission of resume, internship application and any relevant projects or experience is mandatory through our portal at www.melfredborzell.com/internships. We will be screening select candidates in person. Be willing to drive in and get your hands dirty with experience starting at 7:00 am! We do have a required drug screening process for all hires (at no cost). If relocating, Methed Borzell does not reimburse for travel or accommodation.

Mechanical Design



Learn and gain experience in lean implementation, fixture design & testing, CNC programming, and other real-world projects that impact manufacturing.

Welding & Machining



Assignments will vary on experience, but may include brazing, flux-core mig welding, plasma cutting, CNC equipment operation, grinding and prep work.

Manufacturing Engineering



You will have the opportunity to have hands-on experience with SolidWorks (extensive experience is a plus), tooling design, and even facility layout design.

Marketing & E-commerce



E-commerce product campaigns, catalog database management and development, and system integrations are a few of the projects you will help develop on the marketing team.

Visit www.melfredborzell.com/internships or email interns@melfredborzell.com



2019 Internship Application

Please complete the following form and email to interns@melfredborzall.com.

Name:

First:
Last/Surname:

Mailing Address:

Street:
City:
State: Zip Code:

Current Address:

Same as mailing address

Street:
City:
State: Zip Code:

Contact Information:

Landline:
Mobile Phone:
Email Address:

Schooling Information:

Current College or High School:
Current Grade or Class Level: Expected Graduation Date

Focus of Desired Internship:

Mechanical Design Manufacturing Engineering Welding
Machining Marketing / E-commerce

Please select all documents that are accompanying this application:

Resumé Other _____
Letter of Intent

Thank you for your interest in interning at Melfred Borzall. We will respond back to you if you are chosen for an interview. Please feel free to contact us with any questions you may have.



2712 Airpark Drive
Santa Maria CA 93455

(800) 558-7500 | interns@melfredborzall.com | www.melfredborzall.com

Twin to Success

STEM Week of Discovery

August 13-16, 2018

Program for incoming freshmen in STEM majors

Come join us for a week of:

- Meeting new friends

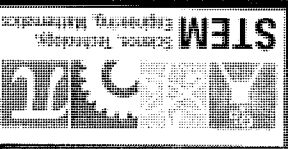
- Networking with Allan Hancock College faculty

- Hands-on interactive activities

- Free food and prizes

- Parent information session about achieving academic success and how to help your student accomplish a seamless transition to Allan Hancock College and beyond!

Participants who complete the program will receive a \$75 voucher for the Allan Hancock College Bookstore!



ALLAN HANCOCK

www.hancockcollege.edu/stemweekofdiscovery

To register for this event, visit



MESA Milestones

Featuring momentous affairs of the MESA program at Allan Hancock College

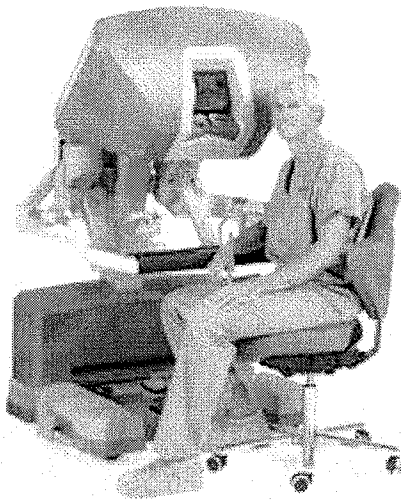
Spring 2015

Our Graduates Pay It Forward

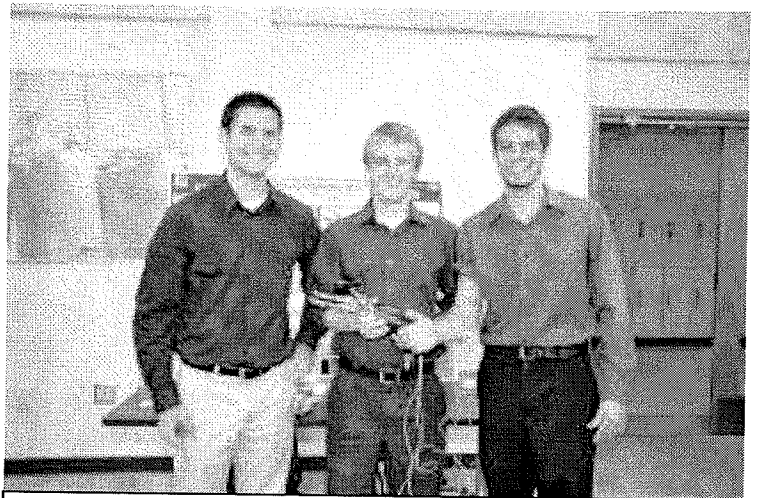
by Christine Reed, MESA Counselor/Coordinator

Meet Nick Butler. Nick sat in the seats of engineering, physics, mathematics, chemistry, and other courses required to survive the demanding load of a STEM major at Allan Hancock College. Nick transferred to Cal Poly, SLO as a biomedical engineering major in fall 2008. Today, Nick is an established biomedical engineer in Sunnyvale at Intuitive Surgical, an industry leader in robotic surgical technology and procedural innovation.

Nick is paying it forward. In December 2014, he generously hosted 44 AHC MESA/STEM students and four faculty. He took us on a tour of Intuitive Surgical to get a first-hand look at biomedical engineering at its finest. Students received a presentation on the company, its products, and its methods by which cutting-edge design happens. They also participated in hands-on demonstrations of the *de Vinvi Xi Surgical System*, a 3D HD vision system surgical robot (pictured below). Then, students toured the manufacturing production lines to see how these amazing machines are put together, one step at a time.



Several of our graduates now work for Intuitive Surgical, so Nick called on his AHC peers to bring the day together. During lunch, I had the pleasure of watching AHC STEM generations before mentor AHC STEM generations to come. It was rewarding for all.



ERB PROSTHETIC HAND

A Cal Poly student team collaborated to update and redesign the ERB Conformable-Grasp prosthetic hand, originally developed in the early 1990s by a group of scientists at Franklin Research Center. The updated hand is inexpensive, lightweight, and fits a wide range of residual limb sizes. It is intuitively functional, meaning control of the hand will require little conscious thought. Its outer covering mimics as closely as possible the appearance of a natural hand. Nick is on the far right, 2010



Nick Butler (on the left) and AHC Engineering Professor Dom Dal Bello reunited at Intuitive Surgical, Dec. 2014.

MESA Student Learning Outcomes

99 % of MESA students within two semesters of admission to the program have a comprehensive Student Education Plan developed that outlines the requirements needed to transfer to a four-year university.

80% of MESA students who participate in Academic Course Review Sessions demonstrate a command of collaborative work skills in the chosen field of study and exhibit appropriate study skills to master the material.

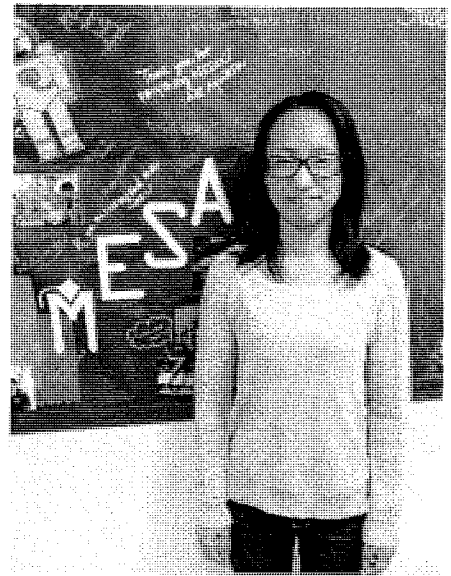
74% of MESA students in the fall term of their final year at AHC prior to transfer are able to, at a proficient level, identify a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.

90% of MESA students in the spring term of their final year at AHC prior to transfer have developed the confidence required to successfully navigate the academic process at their accepted university.

Ready for the Next Step

by Tina Tang, MESA student, biomedical engineering

Seven years ago, my grandma became extremely ill. The doctor told my entire family to prepare for a hard hit because there was a strong possibility that she might leave us. During this period, I went to hospital almost every day. I saw all the latest treatments that doctors gave to my grandma to try to save her life. It was sad to see someone, especially a loved one, fight for their life. Luckily, my grandma fought through the sickness and recovered. While going to visit my Grandma, I saw other patients who suffered from different types of illnesses. I saw how doctors saved their lives with new medical technologies. That inspired me and since then, my goal has been to pursue a career involving medical equipment technology.



Many people have the idea that only medical substances helps save lives. This is partially true, but many times medical equipment is used to help or aid the doctor when doing surgery on the patient. I want to take part in this type of development. I am currently pursuing a degree in biomedical engineering. All engineers want to improve the way people live, and I want to focus on saving lives.

I moved to the United States from China about five years ago when I was a sophomore in high school. The English language and the culture crash were the two biggest obstacles for me. Starting at Allan Hancock College after graduating from high school gave me a chance to improve my English skills and also prepare me for my engineering career. I started at English 512 (writing skill 2) and last semester I finished critical thinking with a letter grade of an A. Even though it has been a tough ride, it motivated me to be hard-working and determined person. I joined the MESA program during my second year after hearing about it from a friend. The tutoring program, networking opportunities and counseling really help me succeed in school. Apart from attending school full-time, I have tutored math in the evenings at the tutorial center for the last three semesters. Currently, I tutor mathematics and science at Ernest Righetti High School for the Cal-SOAP program. It is fulfilling to motivate other students to achieve their goals by using my knowledge and experience.

These three years at Hancock College have changed me as a student and person. Semester by semester, all the classes have consistently prepared me for the next step of my life goal. I have learned how to study more efficiently and also how to manage time between school and all other things. I am now ready to transfer to a four-year university where I will continue to pursue my biomedical engineering degree.

Though you may not be able to control all the circumstances that surface in your life, you are able to control your responses to those circumstances.

Overcoming Obstacles

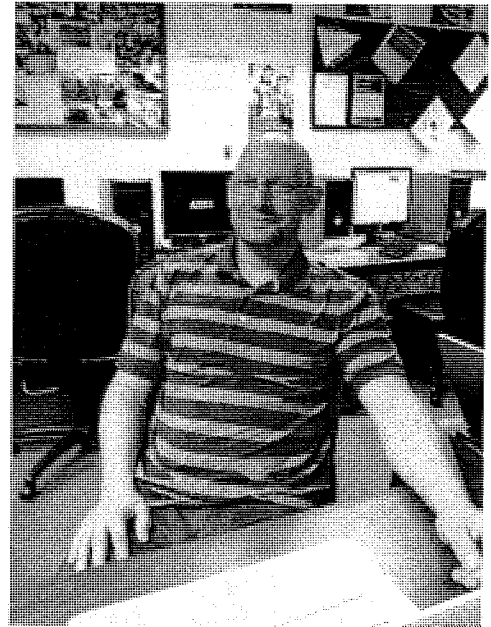
by Aaron Otis, MESA Student, computer science

I started attending Hancock more than a decade ago. I really did not know what I wanted to do and eventually dropped out for five years. I thought I could make a good living after entering the workforce, but after the economy crashed in 2007, I found myself struggling. I had also broken my leg that year, so my struggle was both physical and economical. Two years later, I decided to go back to Hancock to finish my education.

The same year I returned to college I also took a part-time job at a nonprofit organization. I supervised individuals with developmental disabilities at a work site. Learning how to manage other people, let alone people with developmental disabilities, helped me learn to manage myself. I also acquired a second part-time job, so it became much more important to learn to balance my time between classes and work.

Taking more challenging classes also helped me realize the importance of developing good habits and becoming more responsible. After a few years at my position at the nonprofit, I received a promotion to a position supervising about 20 individuals for a government contract at Vandenberg Air Force Base. The position was at night, which gave me the ability to take classes in the morning, but not without its drawbacks. My sleep schedule was radically altered and presented a new challenge to overcome. Eventually, I felt the need to focus on my education and left my jobs to become a full-time student.

I found that many of the obstacles I had to overcome were put in place by me. It takes a lot of self-control to recognize what creates obstacles in your path, and how to resist the temptation to fall for these. These experiences have also helped me build the confidence and courage to help develop and become vice president of the Science and Engineering



CHECK THIS OUT

Allan Hancock College Science & Engineering Club

The club's primary purpose is to connect with industry professionals and expand students' education. As club members, students promote camaraderie and communication within the science and engineering departments by organizing lectures, peer advising, fundraisers, ASBG participation and field trips.

Interested in participating? Visit the STEM Center for more information.

Club at Allan Hancock College. Without having to go to work, I have the extra time to help other students. I spend most of my time at the MESA Center on campus at Hancock helping other students when I'm not working on my own coursework.

SESMC

Scholarships in Engineering, Science, Mathematics and Computer Science

Continuing Allan Hancock College STEM majors are encouraged to apply for the SCHOLARSHIPS IN ENGINEERING, SCIENCE, MATHEMATICS AND COMPUTER SCIENCE Program – *SESMC* (“Seismic”). *SESMC* is a competitive need-based and merit-based scholarship sponsored by the National Science Foundation (NSF), open to continuing AHC students in the following STEM fields: Biology, Chemistry, Geological Sciences, Physics, Computer Science, Engineering, and Mathematics. For the 2015-2016 academic year, an estimated 20 to 28 scholarships will be awarded, for up to \$6,000 per year. If a *SESMC* Scholar maintains eligibility, the scholarship is renewable for a second year.

Minimum Eligibility Requirements (abbreviated) - Meeting minimum criteria does not guarantee an award.

- Be a citizen of the United States, a national of the United States, an alien admitted as a refugee under section 207 of the Immigration and Nationality Act, or an alien lawfully admitted for permanent residence.
- Demonstrate financial need for 2015/16. The 2015/16 FAFSA Student Aid Report (SAR) must be submitted with the application. *Competitive* EFCs are typically \$6,000 or less. The 90-unit limit for financial aid may be waived based on STEM interest and progress in STEM courses.
- Be an AHC student and enroll *full-time* (at least 12 units) at AHC during each semester of the award. Funding allows you to focus on school.
- Be a declared major in one of the following fields: biology; chemistry; geological sciences; physics; computer science; engineering; and mathematics.
- Have successfully completed Math 331 (Algebra 2), or equivalent, at time of application and be eligible to take a 100-level Math course in the next term.
- Enroll in – or intend to enroll in – two or more courses each semester appropriate to earning a STEM degree.
- Have a GPA of at least 2.7 (cumulative).
- Must not have already received a bachelor’s degree.

Application Packet/Instructions may be downloaded at:

www.ah-engr.com/sesmc. For more details/questions contact Dom Dal Bello at ddalbelo@hancockcollege.edu.



Andrew Boniface, Aaron Otis, Alex Carrasquillo, Tina Tang, Emilio Santos, Christian Diaz

MESA serves 125 students~

Self-Reported Ethnicity:

67% Latino
19% White
6% Native American
3% Asian American
2% African American
2% Asian Pacific Islander
1% Other

Majors:

45% Engineering
30% Biology/Biochemistry
11% Computer Science
6% Architecture
5% Mathematics
2% Chemistry
1% Physics

College Seemed Unachievable

by Gabriela Morales, MESA Student, biology



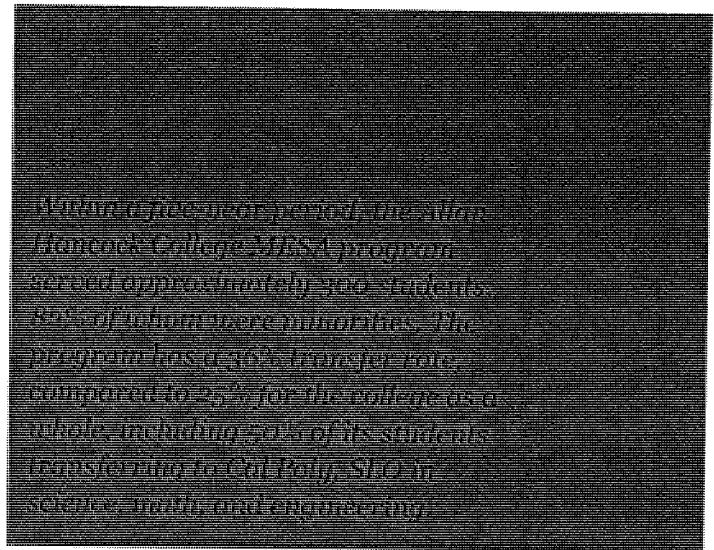
College did not seem like a reality to me given the many struggles I faced. Where I grew up there were only four possible routes a Latina student, like myself, could take: laborer, joining a gang, pregnant teenager, or dead. My parents and eight siblings lived in the most impoverished part

of town where all that surrounded us were cockroaches in a small compacted apartment. Neighbors with the same fate as us also surrounded our two bedroom apartment along with loud gang members in the corner of the apartment buildings. All around me, up until the age of five, all I saw were young teenage mothers, gangs and teenagers that were found killed by infamous gangs. My environment changed at the age of six when we moved into a house in a nicer community, which deeply affected my personal views on life in the years that were to come.

My parents grew up with different views on education. They did not know what college was or what it meant for those that decided to pursue a higher education. Both my parents did not make it past the sixth grade because both were the eldest in their family and had to work immediately. My parents were raised in a conservative and traditional household, which shaped the values they fostered within my siblings and I. As soon as my older sisters graduated high school they got married and started their own lives. It was not until one of my older brothers decided to go to college that my parents' and my views on pursuing a higher education changed. My brother influenced my decision to go to college. He heavily emphasized the importance of higher education in relation to success.

School was challenging for me. I couldn't understand concepts as easily as the other students. I remember I used to stay up crying to my dad telling him that I did not understand the math. He would always stay up attempting to help me with homework. For a few years he was able to help with math, but as soon as I became a junior high student, it became challenging for both of us. He could no longer help with the more advanced math concepts. Once I got into high school it got even harder, but I decided to do everything I possibly could to succeed academically. This effort eventually resulted in admissions into a university. At the end of my senior year, I declined the university's offer because I was afraid to leave home and felt unprepared. Instead, I spent the next three years at Allan Hancock College preparing myself mentally and academically to pursue a degree in biology.

Even with all the obstacles and challenges I faced, it seemed like I was not destined to go to college. I decided to beat the odds. Oftentimes, individuals do not get to choose their struggles, but we can change the outcome of our struggles and how we handle them. I took my life experiences and struggles and I learned from them. I am set on the path for a degree in biology. I am transferring to a university fall 2015!



Within a five-year period, the Allan Hancock College MESA program served approximately 300 students. 80% of them were minorities. The program has a 36% transfer rate compared to 25% for the college as a whole, including 26% of its students transferring to Cal Poly, SLO in science, math, and engineering.

Mindset for Success

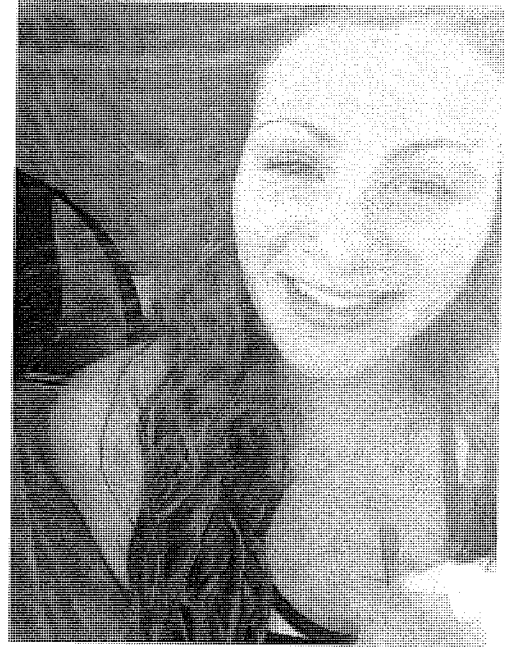
*Plan to spend **THREE** hours of studying outside of class for every **ONE** hour in class per week*

Overcoming Adversity

by Courtney Connolly, MESA Student, biology

Through the eyes of a high school student, it seemed like the universe was against the idea of me attending college. Halfway through my junior year of high school, my father and I began to fight physically, leading me to run away from home. As exams finished, I was sleeping on a different friend's couch every night. At the time, I lived and attended school in Las Vegas, NV.

Once I arrived at my mother's in California, a whole new array of problems developed. These included my mental exhaustion from abruptly leaving the life I had known since childhood. I was unable to attend a public school to complete my high school education because I was considered a runaway. Although my only desire was to give up, I decided to take the California High School Proficiency Exam (CHSPE). As soon as my exam results were received, I was enrolled in community college, a full year before I was supposed to graduate high school.



Finishing high school gave me the hope that I would be able to graduate from college as well. Unfortunately, I felt very discouraged upon learning that my plan to transfer to a four-year university from a community college in one year was virtually impossible. Fortunately, I ended up beating the odds and completed all of the required coursework within a year and was accepted to Cal Poly, SLO. This accomplishment taught me that I could do anything I set my mind to and that just because someone tells you it is impossible, it doesn't mean that it is. However, I was only 17 years old and I was having doubts about my major, so it was in my best interest to remain at the community college at that time.

I have reapplied to universities many times, been placed on wait lists, and then denied admission. It has now been four years and two earned associate's degrees since I've started college. I am currently working toward completing the last lower division classes offered for my major. I have once again been accepted to Cal Poly, but in a major I know is the right one for me.

This journey has been a huge learning experience for me. When I look back on all of the adversity I had to face at such a young age, I am proud that I am still fighting for what I want. On several occasions, quitting school seemed like the only option if I wanted to remain sane. It has been very difficult for me to keep up my enthusiasm for school when it seemed like there was a stop sign at every step of the process. Not only am I still moving forward, my outlook towards my abilities and what the world has to offer has improved tenfold. Even though life has been challenging, I have learned that no matter how many times you are influenced to think you cannot accomplish something, a path to your dreams always exist. My faith in this inspires me to prevail until I complete my education.

Common Sense Reminders

- ❖ Attend class!!
- ❖ Take detailed notes
- ❖ Review notes frequently
- ❖ Visit your instructor during office hours
- ❖ Utilize FREE tutoring
- ❖ Stay calm and breath 😊

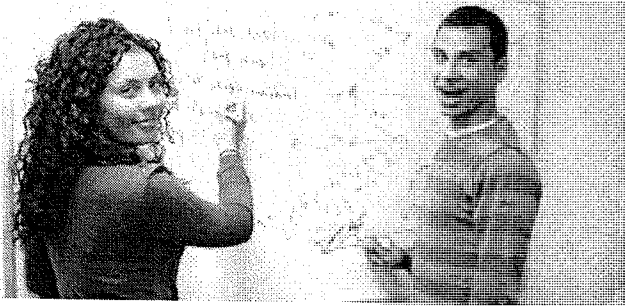
Remember...

The more YOU put into your education, the greater the benefits and success will be. You are all "A" students. Only you can prove that statement wrong.

The **Mathematics, Engineering, Science Achievement (MESA) Program** is an academic program that provides a wide range of support services and activities aimed at fostering student achievement and increasing the success and participation they experience while pursuing a degree in mathematics, engineering, computer science, biology, architecture, kinesiology, or other science based programs. MESA enables students to prepare for and graduate from a four-year university with a math-based degree. It also seeks to increase the diverse pool of transfer-

ready community college students who are prepared to excel as math, engineering and science majors. Through the program, students develop academic and leadership skills, increase educational performance, and gain confidence in their abilities to compete academically and professionally.

Visit our website at www.hancockcollege.edu; click on MESA under Quick Links



Spring 2015 STEM/MESA/Bridges Activities

Feb. 4— FAFSA Workshop (1:00-2:00pm A103)

Feb. 6— Interview Skills (9:30-10:45am G106)

Feb. 27— Mock Interviews (9:30-11:00am G106)

March 4— Getting the Most Out of DegreeWorks (9:30-10:30am A403)

March 5— Getting the Most Out of DegreeWorks (12:30-1:30pm A403)

March 6— Getting the Most Out of DegreeWorks (10:00-11:00am A403)

March 11— AHC Career Fair A time for AHC students to expand their network, polish their interview skills and gather local industry information! (10am –1pm Santa Maria Student Center; Check in 9:30am)

March 11 — Embry Riddle Aeronautical University Admissions Presentation (1:30-2:30pm G103)

March 13—Cal Poly SLO STEM Tour

March 19-20—Campus and Industry Exploration Fieldtrip: Cal State Los Angeles/Western Digital Company

April 10— BTTB Ethics Seminar (1:30pm M106)

April 15—STEM Open House (5:30-8:00pm G106)

April 17—You're Outta Here Workshop* (9:45-10:45am G106B)

April 29—You're Outta Here Workshop* (5:30-6:30pm G106B)

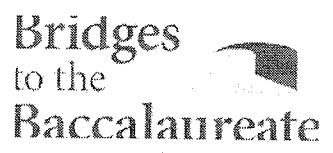
May 1— Friday Night Science: Free & open to the community.

May 8— STEM/MESA Student Recognition Reception. Come celebrate your AHC STEM/MESA transfer students.

May 21— AHC Foundation Scholarship Awards Banquet.

May 22— Commencement Ceremonies

*For students who are planning on transferring fall 2015 & want to know all of the next steps to successfully transition from AHC to the four-year university, don't miss this workshop! Mandatory attendance of **one** session for MESA and STP fall 2015 transfer students.



APPENDIX G

Chancellor's Office California Community Colleges Academic Affairs Divisions RFA
No. 17-034 Specifications, Instructions, and Terms and Conditions (Appendix A-D
– Articles I & II Program Specific & Legal Terms and Conditions)

AHC Board Policy and Administrative Procedure 5500 – Standards of Student
Conduct

AHC Board Policy and Administrative Procedure 5530 - Student Rights and
Grievances

**CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
ACADEMIC AFFAIRS DIVISION**

**REQUEST FOR APPLICATIONS
FOR MESA NEW GRANT AWARDS**

2017-18 Fiscal/Program Year



**RFA No. 17 – 034 SPECIFICATIONS,
INSTRUCTIONS, TERMS AND CONDITIONS
FISCAL YEAR: 2017-2018
PROGRAM YEAR: 2017-2018**

**APPLICATION DEADLINE: THE APPLICATIONS MUST BE SUBMITTED BY
EMAIL TO THE CHANCELLOR'S OFFICE BY 5:00 PM
FRIDAY, JULY 14, 2017**

Table of Contents

	Page
SECTION I INTRODUCTION AND SCOPE	
A. Introduction	1
B. Scope	1
SECTION II REQUEST FOR APPLICATIONS (RFA) SPECIFICATIONS	
A. MESA RFA Specification for Grant Awards	2
SECTION III APPLICATION INSTRUCTIONS AND EVALUATION CRITERIA	
A. Intent	11
B. RFA Funding Categories	11
C. Eligibility	11
D. Resource/Reference Materials	11
E. RFA Clarification	11
F. Rejection of Application	11
G. Application Review Process	12
H. Selection of Grant Readers	13
I. Scoring Criteria	13
J. Notification of Intent to Award	14
K. Grant Protest Procedures	14
L. Application Instructions	15
M. Calendar of Key Dates	20
APPENDICES	
Appendix A	
Article I: Program-Specific Legal Terms and Conditions	
Article II: Standard Legal Terms and Conditions – Grant Agreement	
Appendix B	Program Director’s Job Description
Appendix C	Responsible Administrator’s (RA) Role
Appendix D	Faculty Sponsor’s Role
Appendix E	Application Forms

Section I

Introduction and Scope

A. Introduction

The California Community Colleges Chancellor's Office continues to initiate and support student service programs that seek to advance higher educational opportunities for all students and programs and student support services with an emphasis on historically underrepresented students. One exemplary program model that continues to demonstrate a successful educational pathway is the Mathematics, Engineering, Science Achievement (MESA) program. The MESA program model was established in 1970 at Oakland Technical High School. In 1991, the MESA Community College Program (MCCP) was initiated to expand and serve educationally and economically disadvantaged community college students majoring in calculus-based math and science fields.

The community college MESA program majors are in Science, Technology, Engineering, and Math (STEM) fields. Participating MESA students declare a major in STEM with the intent to transfer to four-year institutions with baccalaureate degree goal attainment. The MESA program provides comprehensive academic support services to include: college access and enrollment, student educational planning, academic excellence in math and science courses, graduation, internships and transfer.

The MESA program components consist of: Academic Excellence Workshops that teach collaborative learning techniques that help students to master complex concepts, MESA student orientation, a dedicated study center, career advising and exploration of STEM options, transfer, scholarships and prospective partnerships with student and professional organizations.

This 2017-18 MESA Request for Application process allows for an opportunity to apply for funding for a new or existing community college MESA program. Document the need for a MESA program and the how college plans to launch or maintain a MESA program, demonstrate either past, and/or future planning and alignment with the college Student Success and Support Program (SSSP) and Student Equity Program (SEP) initiatives. We invite you to participate in this MESA application opportunity.

B. Scope

The 2017-18 MESA RFA 17-034 Specification follows.



Section II

California Community Colleges Chancellor's Office

Request for Applications Specification No. 17-034

This Request for Applications (RFA) Specification is for first year funding for a project that can be renewed each of the succeeding two years, to a maximum of three years. Continued funding is contingent upon completion of the approved prior year's objectives and the submittal of a new application. A dollar-for-dollar match is required. Districts/colleges funded under the previous Mathematics, Engineering, Science Achievement, (MESA) grant are eligible to apply.

The MESA program funding is contingent upon the State Budget.

RFA Specification Number:	17-034
RFA Specification Title:	Community College MESA Programs
Division:	Academic Affairs
Program Funding Source:	Fund for Student Success (FSS)
Funding Category:	MESA Program Funding 2017-2018 Program Year
Funding Period:	(with up to two annual renewals)
Maximum Funds Available:	\$70,250
Match Requirement:	100% Match
Number of Awards:	\$70,250 available per college not to exceed total funding of \$2,459,000

Purpose/Use of the Funds

The purpose of these funds is to support the management of community college MESA Programs. MESA Programs provide academic and support services for economically and educationally disadvantaged students majoring in calculus-based fields who seek to transfer to four-year colleges and universities. Community college faculty, staff, business leaders, students and four-year colleges and universities will work collaboratively to achieve the program objectives described in this RFA Application.

All MESA Programs

MESA programs that have previously received funding by the FSS-MESA grant or have been operating as an unfunded program with a California Community Colleges Chancellor's Office (CCCCO) are eligible to receive a maximum of 10 bonus points by providing the following documentation:

1. A description of the MESA program:
 - a. Administrative responsibilities to include: (up to 2 points)
 1. The college process used to ensure the review, submission and reporting of annual CCCCCO MIS data.
 2. The practice used to ensure the timely submission of application renewals, progress and final reports.

b. For the program years 2014-15 and 2015-16 report the following: (up to 6 points)

1. MESA or ASEM* – the total number of students served.
2. MESA or ASEM* – the total number of students that transferred annually.
3. MESA or ASEM* - student demographic data using the MIS Data Dictionary *Student Basic Elements* to include: SB03 Student Birth-Date; SB04 Student Gender; SB29 Student-Multi-Ethnicity.
4. Describe how Academic Excellence Workshops (required), or similar interventions, have improved student success for MESA and ASEM* students.
5. Briefly describe the MESA center, e.g. location on campus; space (center) size – it is shared or non-shared space; resources (what other resources, state/federal/private are being leveraged to support the college MESA program or MESA and ASEM* students).
6. Describe what MESA collaboration, if any, is taking place with other campus programs such as Student Equity, Student Success and Support Program, and/or any other state, federal or local initiatives.
7. Describe the MESA director position, assignment, i.e. classification and percent effort.

**Report ASEM student information, if applicable.*

2. Supplementary Resources – describe the District’s efforts to expand the MESA program and/or attract resources from civic, community, foundation, local/global business, federal, private, that have contributed to innovative practices, above and beyond, resources identified in b. 5 above. (up to 2 points)

MESA Program Objectives

The MESA program objectives listed below are achieved with the successful implementation of the 13 MESA components (*MESA components are described beginning on page 5*):

1. Increase the number of economically and educationally disadvantaged students pursuing degrees in mathematics, engineering, science, and technology who are eligible to transfer to a four-year college or university.
2. Implement efficient processes and practices and utilize existing college transfer centers to garner greater MESA student transfers to four-year colleges and universities.
3. Implement strategies to increase the rate at which MESA students are deemed transfer ready in science, technology, engineering, and mathematics (STEM) majors.
4. Improve the academic performance of MESA students.
5. Increase the leadership skills and raise the educational expectations of MESA students.
6. Strengthen relationships with educators, prospective employers in business and industry to establish student internships, scholarships and other career opportunities for MESA students.
7. Establish partnerships with MESA Engineering Programs (MEP), MESA Schools Programs (MSP), California Alliance for Minority Participation, or similar programs in an effort to provide optimum student support services.

8. Implement strategies to collaborate with campus programs such as Student Equity (SB 860) and Student Success and Support Act (SB1456) to leverage additional resources and opportunities for MESA students, and to ensure that MESA is integrated in the campus culture and infrastructure.

MESA Program Components - Procedures/Activities

The Chancellor's Office of the California Community Colleges is authorized by the State of California to fund only community college MESA program applications that follow the 13 MESA components. The following program components were developed collaboratively by the Chancellor's Office of the California Community Colleges and the MESA Statewide Office of the University of California. Topics that must be addressed in the work plan are included for each component.

I. Administrative Component

Provide a detailed description of your plan for managing the MESA Program. At a minimum, the plan must include the following elements:

- 1.1 A full-time director (see Appendix B for Program Director's Job Description) with no other responsibilities outside of directing the MESA Program, is required as part of the district/college match. The director's position is to be a full-time permanent position.
- 1.2 Grant funds may be used to support a clerical position.
- 1.3 A responsible administrator, including a faculty sponsor from the mathematics, science, computer science, or engineering departments.
- 1.4 MESA Director is required to attend two statewide meetings a year. Adequate time and resource allocation to support transportation, lodging, and meal costs for MESA Director to attend two annual statewide meetings:
 - 1.4.1 CCCCCO led Fall Statewide Training (1 day meeting)
 - 1.4.2 CCCCCO collaboration/UCOP led Spring Advocacy Training and Meetings (2 day meeting)
- 1.5 Appropriate staffing to meet all reporting requirements;
- 1.6 Staff development activities that provide the director and other appropriate staff with a working knowledge of the MESA software program for data collection;
- 1.7 Maintenance of a MESA student file for each current/active student that consists of a MESA application and intake form, a complete *Student Educational Plan* that is designed to minimize the amount of time necessary for students to transfer and complete their degree, contact sheet, and other relevant information. ASEM student files that include program application should also be in place. Aspects of these files (e.g. the complete *Student Educational Plan* or student transcripts) may be maintained electronically.

II. Student Center

Identify the location for the MESA Center and describe the room or rooms, and hours of operation. In addition to space for the MESA Director and MESA counselor office(s), the campus is required to provide a dedicated, multipurpose meeting space for MESA students with at least four square feet of facility per student served. (to serve a minimum of 125 students)

The space is intended to serve as a place for individual quiet time and group study, tutorial services, book and equipment loan activities, computer lab work, general communication center, gathering area/lounge, and a location to house student lockers or adequate space for students to store books and personal items.

The MESA Center should be located in or near the math, engineering, and/or science areas and must be designated for MESA students and be equipped with dedicated computers, if funding permits.

III. Student Clustering

An important element of the MESA model expects that students are clustered together in the same mathematics, engineering, and science classes. In addition, students are clustered together in labs, workshops, and discussion groups that may or may not be linked to specific classes. The campus may choose to cluster MESA students in courses outside of the math and science areas. Describe how students will be grouped in specific courses, provided the college schedule and course offerings permit the clustering of MESA students.

Clustering students in the same classes facilitates the formation of study groups and Academic Excellence Workshops outside the classroom.

IV. Academic Excellence Workshops and/or other High Effective Practices

Describe your plan to offer Academic Excellence Workshops (AEW's) to MESA students. Include information about who will facilitate these workshops, what kind of training will be provided for the facilitators, a description of workshop content, and when the workshops will be offered. Please indicate if workshops will be offered during spring or fall semester. Peer facilitators or upper division/graduate students, whenever possible should lead AEW's. Faculty facilitators may be utilized, but they must be trained in, and follow, the same MESA AEW format. MESA and ASEM students should be encouraged to attend AEW's.

V. Academic Counseling

A designated MESA counselor shall be available to MESA students for a specified number of hours, preferably at the MESA center, with an adequate number of hours to meet the needs of MESA students.

Describe how the academic counseling services accomplish the following:

- Provide each MESA student with a complete *Student Educational Plan* that is designed to minimize the amount of time necessary for students to transfer and complete their degree;

- MESA staff and/or a designated MESA Counselor are required to meet with students at least once each semester to monitor progress and update academic plans;
- MESA staff and/or a designated MESA Counselor schedules MESA students together in classes, labs, and workshops, whenever possible;
- Establish an early alert system that identifies MESA students who are experiencing academic difficulty, and provide effective intervention strategies to ensure that these students succeed;
- Coordinate efforts with the campus Matriculation and Articulation Officers and Transfer Center Directors in order to facilitate community college MESA student transfers to four-year colleges and universities;
- Work with the Director to offer or support the offering of a MESA Orientation Program.

VI. MESA Orientation Program

Describe in detail your plan to develop and offer a MESA Orientation Program. Each center is required to offer an orientation program (this can be accomplished via a series of session/workshops throughout the semester/year one unit per semester or quarter for first year or new students). MESA staff or faculty facilitate the basic elements of the program, inform students of their responsibilities, and create a sense of community among program students. The orientation program/course creates a sense of community among MESA 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.

VII. Student Support Services

Identify the services and activities that will be beneficial to MESA students and describe how you plan to proceed with the implementation of this component. In your description, include information on responsible staff, timelines, processes, procedures, etc. The following student support services represents standard MESA practices across the state:

- Tutorial services are available in the following areas: mathematics, chemistry, physics, engineering, and computer science. The MESA Director acts as a coordinator who assists students with the information on student study groups and monitors their progress.
- Personal advising is available to assist students with transitional, nonacademic problems that may impact academic performance.
- Assistance is offered to students regarding four-year college and university applications for admission and completion of financial aid forms. Information about scholarships is also made available to students.

- Leadership, and other skills development training is offered both at the local and regional level.
- Staff should encourage family participation in program activities whenever possible.

VIII. Student Outreach and Identification of MESA Participants

Describe your plan for outreach and recruitment. Emphasis should be focused in this area and it is expected that a strong effort will be made to recruit and enroll students who have the lowest eligibility for successful transfer to the university in mathematics, engineering, sciences and computer science. Outreach should include both efforts to recruit students currently enrolled at the community college, as well as to seek out high school seniors from low performing high schools within the college service area.

IX. MESA Campus Council

A campus-wide council will be formed including the MESA director, faculty sponsor, and representatives from the following campus departments: Articulation, Matriculation, Counseling, Tutorial Services, EOPS (Extended Opportunity Programs and Services), and federal programs such as TRIO, Financial Aid, and any others which might effect the success of MESA students. Once a year, preferably in early spring, the group will meet to discuss the progress of the MESA program and MESA students. Input from the participants will assist the director in planning for subsequent semesters or for the renewal process. Other participants can include administrators, industry board members, and student representatives. This is an opportunity to coordinate with program areas such SSSP, SEP and other programs to leverage resources and integrate MESA in the campus community.

X. Professional Development (staff, faculty, workshop facilitators, mentors, student aides)

Describe staff development activities that will be offered to professional level staff involved with the MESA program.

Use the Budget Summary and Budget Detail Sheet forms to list budget requests that support professional development activities. All center directors are required to include budget line items that accommodate travel and lodging for the MESA Director or responsible administrator to attend two MESA statewide meetings in Sacramento. There may be other conferences and workshops that you wish to accommodate in your budget, such as the annual CCAMD retreat and professional development activities.

XI. Student Organizations

Describe strategies that are designed to foster the development of a MESA student club on campus, or other similar student organization. It is highly desirable to establish connections with groups that serve students underrepresented in mathematics, engineering and the sciences, such as SACNAS (Society for the Advancement of Chicanos and Native Americans in Science), SHPE (Society of Hispanic Professional Engineers), NSBE (National Society of Black Engineers), and SWE, (Society of Women Engineers), among many others.

XII. Local Business and Industry Council

Include a plan to establish or maintain a local business and industry council, whenever possible. Members of the council are invited to participate from small and large businesses located near the community college. The council is charged with raising additional funds from sources within the college service area to support the MESA Program. Typically, these funds provide support for enrichment activities that contribute to creating a more comprehensive program for students. Examples of enrichment activities include field trips, award banquets, special summer programs, and funding scholarships or equipment purchases.

XIII. Pro-Active Liaisons with MSP/MEP and similar programs

It is essential that MESA Directors incorporate into the work plan strategies for developing clear lines of communication with local MESA CSU and UC STEM Programs, MESA Engineering Programs (MEP) and MESA K-12 Schools Programs (MSP). Strong linkages with MEP directors and science programs at four-year institutions will facilitate the transfer of MESA students transferring to a four-year college campus.

Evaluation/Performance Outcomes

Each prospective MESA Program is required to produce a tangible and useable MESA Project Application Annual Workplan (use the *Application Annual Workplan* form in the RFA). The MESA program is expected to fulfill the following outcomes:

- Programs must describe an objective, procedures/activities, performance outcomes, timelines and identify the responsible person(s) for each of the 13 MESA program components described in Section II. Describe obstacles or limitations, if any, that may preclude the implementation of any one or more of the 13 MESA component(s).
- Programs must recruit and serve 125 MESA students. Students must declare a calculus-based major in mathematics, engineering, science or technology. MESA programs serving less than the required number of students will jeopardize funding for the program. (Include this information in the Need statement).
- Programs must ensure students meet the MESA Student Eligibility requirements to include the economically and educationally disadvantaged criteria.
- Each student will have a complete *Student Education Plan* that is designed to minimize the amount of time necessary for students to transfer and complete their degree on file with the MESA Director or Counselor.
- The MESA program participates in the CCCCO MIS Data Collection with mandatory reporting which is monitored and evaluated through the California Community College Chancellor's Office.

Legal Terms and Conditions

The legal provisions contained in Articles I and II below will govern the grant applications under this RFA Specification for MESA Grant.

Information

If you have questions or need more information regarding this Grant Application, please contact the Chancellor's Office, Academic Affairs Division. All questions regarding this notice for tentative grant awards should be addressed to the Chancellor's Office, Academic Affairs Division. The CCCCO State Project Monitor is Debbie Velasquez, dvelasquez@cccco.edu. For questions, contact Debbie Velasquez, Program Liaison, by phone at (916) 323-2768.

Section III

Application Instructions and Evaluation Criteria

A. Intent

Section III contains general instructions, procedures, formats, and timeline for submitting project applications to the California Community Colleges Chancellor's Office (CCCCO). It has been developed with the intent of establishing, to the extent possible, consistent practices and procedures for the submission, evaluation, and allocation of a variety of State and federally funded projects administered through this office.

Applications should be submitted utilizing the format and sequences described in these Application Instructions and fully address the RFA Specification.

B. RFA Funding Categories

Fund disbursements are allocated for:

- Mathematics, Engineering, Science Achievement (MESA) Program

C. Eligibility

All Community Colleges are eligible to apply. Individual RFA Specification may expand the applicant eligibility pool beyond those of Community College district. (See the RFA Specification for this information.) All applications recommended for approval shall have or obtain approval of the Board of Trustees of the districts.

D. Resource/Reference Materials

The RFA Specification will provide the necessary list of resource or reference material for completion of a grant, if applicable.

E. RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office, Academic Affairs Division, and Vice Chancellor, of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the Chancellor's Office will give such notice to other interested parties, but the Chancellor's office shall not be responsible for failure to do so.

F. Rejection of Application

The Chancellor's Office Reserves the Right to Reject Any and All Applications Received.

An application will be rejected prior to scoring if:

1. It is received at any time other than the exact time and date set for receipt of applications.
2. The application fails to meet the requirements of the RFA Specification; or
3. The application contains false or misleading statements or references, which do not support an attribute or condition, contended by the applicant. The application shall be rejected if, in the opinion of the State, such information was intended to erroneously and fallaciously mislead the State in its evaluation of the application and the attribute, condition, or capability of a requirement of this RFA.

G. Application Review Process

This section is intended to help the applicants and readers understand the processes, criteria, and scoring systems that will be applied in determining which applications are recommended for funding.

To ensure a fair and impartial grant award process, the Chancellor's Office will perform the following procedures:

1. Conduct a preliminary review of the applications to determine if they are in compliance with the RFA Specification; application format; required signatures; and the number of copies.
2. If the total amount of funds requested by applicants pursuant to any individual RFA Specification could be funded by the amount of funds available thereunder, assemble three readers who may be from within the Chancellor's Office only to score and rank the applications in order of eligibility. Readers shall be from more than one agency division and use the same evaluation criteria that the readers recruited from outside the Chancellor's Office use. All applicants achieving at least 75 points on their application evaluations are eligible for funding.
3. If the total amount of funds requested by applicants pursuant to any individual RFA Specification cannot be funded by the amount of funds available thereunder, assemble three readers from within and outside the Chancellor's Office to score and rank the applications in order of eligibility. All applicants achieving at least 75 points on their application evaluations are eligible for funding. An eligible score of 75 points does not guarantee a grant award. Application scores are ranked in descending order and funds are disbursed in the same manner until all funds are allocated.
4. Prepare and post notice of intent to award grants under each respective RFA Specification. This notice will include the scoring and ranking results of all applications received.

Final notice will be posted on the Chancellor's Office web site at www.ccco.edu on July 31, 2017

5. If there are any funds remaining under any RFA Specification in which grants have been awarded to all of the eligible applicants, the Chancellor's Office may elect to award the remaining funds under the other RFA Specification, as long as the awards are made in accordance with the AF and AFP lists already established thereunder and their purpose is

consistent with the funding source. Staff also reserve the right to issue an addendum to the original RFA that will extend the deadline for the receipt of applications pursuant to any RFA Specification with funds still available.

H. Selection of Grant Readers

The respective Vice Chancellors will select groups of readers and alternates from members of the Chancellor’s staff, community college consultation groups, and other appropriate entities that are Representative of not only a wide range of expertise in education but also of ethnic and geographic diversity and gender balance. The selected readers and alternates will then use the criteria and scoring processes set out below to score and rank applications.

I. Scoring Criteria

All applications will be evaluated and ranked on the following criteria:-

Need (Statement of the Problem)	20
Annual Workplan (Objectives)	25
Workplan Procedures/Activities	20
Workplan Performance Outcomes/Evaluation Design	10
Project Management/Institutional Commitment	10
Application Budget Summary	5
Overall Feasibility of the Project	5
Dissemination Plan	<u>5</u>
TOTAL	100
All MESA Programs eligible - bonus points (up to 10)	<u>10</u>
TOTAL MAXIMUM POINTS	110

Each criterion value is assigned a weight factor that indicates the level of importance to the project. The point values are displayed below.

Criterion Value	5 PT	10 PT	20 PT	25 PT
Poor	0-1	0-2	0-4	0-5
Below Average	2	3-4	5-8	6-10
Average	3	5-6	9-12	11-15
Above Average	4	7-8	13-16	16-20
Exceptional	5	9-10	17-20	21-25

The criterion values are described below:

Poor

Points are awarded to responses, which are not minimally acceptable. For example:

- The applicant does not state a requirement and offers no explanation of how or what will be accomplished.

Below Average

Points are awarded to responses considered to be minimally acceptable. For example:

- The application states a requirement, but offers no explanation of how or what will be accomplished.
- The response contains a technical deficiency, an inaccurate statement or reference concerning the how or what is to be accomplished.

Average

Points are awarded if the application satisfies the requirement and describes specifically how and/or what will be accomplished.

Above Average

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in a clear, concise, and direct manner, including sample products and illustrative materials (i.e., diagrams, charts, graphs, etc.) if appropriate.

Exceptional

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in a superior manner, both quantitatively and qualitatively.

Projects designed to support ongoing initiatives require a significant commitment from the applicant as well as the Chancellor's Office. These projects have very prescriptive criteria, a highly delineated scope-of-work to be accomplished, and may require a site visit as part of the review process to verify the: (1) financial support for the proposed project; (2) projects' responsiveness to established program criteria; (3) availability of matching funds for the project; (4) budget justification; (5) college ability to implement and manage the projects locally.

J. Notification of Intent to Award Grants

Notifications of intent to award grants will be sent to the respective district superintendents/presidents indicating whether or not the application was approved. Chancellor's Office staff will negotiate the specific scope of work, budget, and timeline for each awarded project. A public notification listing the tentative grant awards will be posted in the Chancellor's Office and Chancellor's Office Web site (www.cccco.edu) for ten (10) days.

Note: All questions regarding this notice for tentative grant awards should be addressed to the Chancellor's Office, Academic Affairs Division. The CCCCO State Project Monitor is Debbie Velasquez, dvelasquez@cccco.edu. For questions, contact Debbie Velasquez, by phone at (916) 323-2768.

K. Grant Protest Procedures

Applicants may file a letter of protest against the award of a grant. The protest must be filed with the Vice Chancellor of the Division identified in the RFA Specification. Protest letters must be mailed to the appropriate Vice Chancellor, Chancellor's Office, California Community Colleges, 1102 Q Street, Sacramento, CA 95811, **within ten (10) days from the date of notification**. The

protest must include a full and complete written statement specifying the grounds of protest and must be based on the process and/or procedures used in the review and recommendation of applications for awards. The Vice Chancellor shall review all the information submitted with regard to the protest and render a decision regarding the protest within thirty (30) calendar days. The decision of the Vice Chancellor shall be final.

L. **Application Instructions**

The following instructions prescribe the mandatory format and approach for the development and presentation of the application. The application instructions listed must be adhered to and all questions must be answered and all requested data must be supplied. Use the forms, narrative format and the project specifications to prepare project applications.

1. **Contact Page** (*Form provided*)
2. **Application Abstract** (*Use a Narrative Format, Form provided in Appendix B.*)

The Application Abstract should concisely summarize the entire application in no more than three pages. Included must be statements on the objectives, procedures, expected contribution or impact on the funding priorities of the RFA Specification and deliverables (products/services/outcomes).

3. **Table of Contents**

- a. The Table of Contents shall be on a separate page, with each component of the application's narrative listed and page numbers indicated.
- b. The narrative pages shall be numbered in sequence with the page number centered at the bottom of each page.

4. **Need (Statement of Problem)** **Maximum Points— 20**
(*Use a Narrative Format*)

Concisely describe the problem being addressed and/or the need for the project and how it addresses the funding priorities listed in the related RFA Specification.

In addition, and in accordance with the RFA Specification, applicants will describe the following:

- Scope of problem being addressed: local, regional and/or statewide;
- Target group(s) - populations to be served.
- Describe the current STEM population at your college, including gender, ethnicity and numbers/percentages. Explain how you will meet the minimum number of students (125) that will be served during the program year.

5. **Annual Workplan**

- a. **Objectives** **Maximum Points—25**

1. The RFA Specification has identified minimum objectives. The objectives should be linked with the MESA Program Components. The applicant's statement of objectives should be itemized, numbered, and stated in measurable terms. The statement of objectives should be performance driven (quantifiable).
2. All applicants must indicate how the statement of objectives will address the funding priorities and specifications of the RFA. Special attention should be given for improvements in serving underrepresented students.
3. The objectives provide the foundation for developing methodology to be used in addressing the need/problem and are the basis for measuring performance outcomes. The objectives should also be reflected in the annual work plan and be linked with procedures/ activities and performance outcomes of the annual work plan.

6. Workplan Procedures/Activities

Maximum Points—20

1. The RFA Specification identifies the focus of the applications. Under this section of the application describe the proposed solutions to be employed to address the described need and/or problem. The applicant should further describe the following:
 - Feasibility of solutions/strategies; and
 - Short and long-term benefits to target population; and
 - Program improvements to RFA funding priorities.

The applicant should expand on the procedures and/or activities being used in resolving the problem. The applicant must also demonstrate how the procedures/activities are related to achieving each of the project objectives and the performance outcomes.

2. Describe the sequence of activities utilizing a timeline with narration. Timelines with monthly objectives are preferable to specific dates. A form is provided to document work plan procedures and activities.

7. Workplan Performance Outcomes/Evaluation Design Maximum Points—10

1. Address the Performance Outcomes/Evaluation Design as listed within the RFA Specification.
2. All performance outcomes must be linked with objectives and procedures/activities.
3. Explain how the outcomes will benefit one or more of the following: (1) college; (2) district; (3) regions; and/or (4) state.

4. Each applicant is required to provide an outline of the project evaluation design including, if appropriate, a statement of qualification of a third party evaluator. At a minimum, the evaluation design should include:
 - Identification of objectives/outcomes to be measured (these objectives/outcomes should be the same as listed within the Narrative);
 - How each objective/outcome must be measured and reported (Methodology); and
 - Anticipated findings (Project Outcomes).

8. Project Management/Institutional Commitment

Maximum Points—10

Project Management

- a. Provide a management plan for operating the project.
- b. Provide an organizational chart for the project.
- c. Show evidence of the commitment of project staff, describing their role and responsibilities and the amount of time they will be devoting to project activities. Provide a description of their prior experience as related to the subject area of this project. (Those who will implement the project should be involved in the planning, if key personnel are to be chosen later, include a complete job description and the duties of such personnel).

Institutional Commitment

The applicant should provide evidence of the district's commitment to the success of the project, including, but not limited to the following:

1. Describe how the proposal is related to the district's vision and strategic planning efforts.
2. Describe how the MESA program will be institutionalized.
3. Indicate Supplementary Resources – describe the district/college efforts to expand or attract resources from civic, community, foundation, business, federal, private, or other resources.

9. Application Budget Summary

Maximum Points—5

- a. Complete the **Application Budget Summary** (See Crossover Chart, Appendix B, to determine expenditure classifications.) Identify all matching funds. (See RFA Specification for required match and type of match). When entering dollar amounts, round off to the nearest dollar. **Do Not Type in the Cents.**

NOTE: *The purpose of the budget is to indicate whether the project is well planned and reasonable in scope. Technical errors in the budget will not necessarily result*

in a lower score if minor assistance from the Chancellor's Office can correct the error.

Source of Funds (*Vary in purpose and must be reported in separate columns*)
Identify the Supplementary Resources – describe the district/college efforts to expand or attract resources from civic, community, foundation, business, federal, private, or other resources.

To substantiate the Application Budget Summary, submit an **Application Budget Detail Sheet**. (See example of Budget Detail Sheet format and Crossover Chart in Appendix B.) The Budget Detail Sheet lists the cost breakdown of each budget classification amount requested. Indicate specific rates and amounts attributed to project funds, general fund district matching, or other sources of funding. **You must complete a separate Budget Detail Sheet for each funding source and record the associated expenditures by object code attributed to it.**

b. Employee Benefits

The grant may not be used to support the cost of employee benefits for permanent employees of districts. Employee benefits for employees hired temporarily for the purpose of working on the project may be supported by the grant.

c. Expenditures

Funds awarded for grants may not be used for purposes of construction, remodeling, or lease of facilities, nor for student financial aid programs, purchase of equipment, or for programs and activities not eligible for state apportionment. Overhead or indirect costs may be included but cannot exceed four (4) percent.

d. Match Requirement

Financial participation by an applicant shall be no less than a dollar-for-dollar match of the total cost of the project.

e. See RFA Specification to determine allowable supervision-administration costs (not directly involved in the day-to-day ongoing activities).

f. Grant funds may not be used for financial aid, scholarships, or student loan purposes. Budget allocations for student support will not be approved without clear explanation of the use of such funds. Stipends are allowed with clear budget detail of student responsibility.

g. The **district chief business officer's signature is required** on the Application Budget Summary (**use blue or red ink**).

h. For travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary to the project is allowed. Provide travel purpose and estimated cost.

10. Overall Feasibility of the Project

Maximum Points—5

Prepare a statement as to how the project is realistically capable of attaining the required and proposed outcomes.

11. Dissemination Plan (*Minimum Requirements*)

Maximum Points—5

a. Prepare a statement of how the institution will disseminate their findings and work products through State and regional conferences including, but not limited to meetings of the Community College League of California, the Academic Senate, the California Community Colleges Association of Occupational Education the Hispanic Association of Colleges and Universities, STEM related conferences, or other annual meetings. Since project directors are not ultimately responsible for the agenda at those conferences, a rating score is not designated for the dissemination plan.

1. Documents, reports, materials or grant products produced as a result of the grant are public documents. Describe how you will distribute grant materials or products to other community colleges, resource libraries, or other organizations. Indicate if you will be using electronic forms of dissemination. The Chancellor's Office Project Monitor must review and approve final products, materials, or documents before dissemination.

13. Application Procedure

a. The applications must be submitted by Email to the Chancellor's Office by 5:00 pm **Friday, July 14, 2017** to dvelasquez@cccco.edu

NOTE: The Chancellor's Office also requires that for multi-campus districts a copy of the application be sent to the respective college Superintendent/President.

b. Email applications to:

Chancellor's Office, California Community Colleges
Academic Affairs Division
Attn: Debbie Velasquez
dvelasquez@cccco.edu

The applications must be received electronically, by email, in the Chancellor's Office by 5:00 p.m. on Friday, July 14, 2017.

c. The Application Budget Summary page must be signed by the **chief business officer** (or authorized designee). **Please use blue or red ink.**

NOTE: The State is not liable for any cost incurred by applicants prior to the issuance of a grant and receipt of all necessary approvals.

M. Calendar of Key Dates

The Request for Application process adheres to important deadlines. These deadlines include the Chancellor's Office receipt of applications, reading of applications, intent to award notifications and protest deadlines. Key dates follow:

June 16, 2017	Application Release Date
July 14, 2017	Application Due Date
July 20-27, 2017	Reading and Rating of Applications
July 31, 2017	Intent to Award and Notification
August 11, 2017	Last Day to File a Protest
August 21, 2017	Grant Commencement Date
January 31, 2018	Progress Report Due
June 30, 2018	Project Completion Date
July 31, 2018	Final Report Due



Appendix A

Grant Agreement

Article I: Program-Specific Legal Terms and Conditions

Article II: Standard Legal Terms and Conditions



Chancellor's Office, California Community Colleges

GRANT AGREEMENT

ARTICLE I

Mathematics, Engineering, Science Achievement (MESA) Program

Program-Specific Legal Terms and Conditions

1. Cost and Payments

In consideration of satisfactory performance of the services described in the Grantee's application, the Chancellor's Office, California Community Colleges (hereinafter Chancellor's Office) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement face sheet, which shall be used as set forth in the Application Budget. Payment shall be made as follows:

- An advance payment of 60% of the total amount of this Grant Agreement will be paid as soon as feasible after the Grant Agreement is fully executed.
- Grantee may submit request for progress payments at the time that progress reports are submitted pursuant to section 3 of this Article. Payment will be made after review and approval of the progress reports by the Chancellor's Office.
- A final payment will be calculated based on the Final Performance and Expenditure Reports due by [Program to enter day]. If the total expenditure of funds by that date is less than the advance payment, the Chancellor's Office may invoice the Grantee for the excess amount.

Budget changes or amendments involving an extension of time are subject to applicable program limitations, but in no event may any such budget change or amendment permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any budget change or amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

- Grantee may make changes to any budget category amounts without the approval of the Project Monitor so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement will not be materially affected.
- Grantee may add or delete budget categories subject to the prior approval of the Project Monitor.
- Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant

Agreement is materially affected. The request for such changes should include a letter of justification; three copies of a revised "Application Budget Summary," all of which have been signed by the Chief Business Officer or his/her designee, in an ink color other than black, and a revised "Application Budget Detail Sheet."

- The Budget Amendment request should be mailed to the Project Monitor for approval. Grantee will be notified if the request is approved or if additional information is required. In any event, the Grantee shall implement changes only upon written notification by the Project Monitor. Additionally, the next Progress Report must show the new budget changes.

Budget changes or amendments involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no budget change or amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any budget change or amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

3. Reporting

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Project Monitor.

One original and one copy of a Progress/Year to date Expenditure Report	January 31
---	------------

One original and two copies of a Final Report and Final Expenditure Report	July 31
--	---------

In addition, grants funded by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, or the Economic Development Program require one original and one copy of Progress/Year to Date Expenditure Reports to be filed by October 31st and July 31st.

In the event that the term of this Grant Agreement, as specified on the face sheet, is for two or more years, additional progress/expenditure reports shall be required on July 31st, October 31st, January 31st and April 30th of the second and subsequent years.

ARTICLE II

Standard Legal Terms and Conditions

(Revision 5/15/14)

1. Work to be Performed

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and category referenced in the Grant Agreement face sheet.

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing to the Project Monitor prior to the modification being made. The Project Monitor may require that a Grant Amendment be processed, if the monitor determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Modifications or amendments to the Work to be Performed provisions of this Agreement involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no modification or amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any modification or amendment permitting funds to be spent beyond the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

2. Amendments

An amendment of this Grant Agreement is required when the Grantee wishes to extend the completion date or materially change the work to be performed or the budget (see Article I section 2 and Article II section 1). The request must be made on the appropriate form provided by the Chancellor's Office and must be submitted to the Project Monitor prior to making the desired alteration in the performance or expenditures under the Grant Agreement. Requests for amendments should be received 60 days before the end of the performance period.

Amendments involving an extension of time are subject to applicable program limitations. For grants funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the year in which the funds were awarded. For other programs, no amendment may permit expenditures to be made after June 30th of the second year following the period for which the funds were appropriated. Any amendment permitting funds to be spent beyond

the year of appropriation shall ensure that Grantee does not receive funding for the same expense from more than one fiscal year.

3. Unenforceable Provision

In the event that any provision of this Grant Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Grant Agreement remain in full force and effect and shall not be affected thereby.

4. Dispute

In the event of a dispute, Grantee agrees to file a "Notice of Dispute" with the Chancellor's Office, within ten (10) days of discovery of the problem. Within ten (10) days, the Chancellor or his or her designee shall meet with the Grantee, the Vice Chancellor for the division awarding the Grant Agreement, and the Project Monitor for purposes of resolving the dispute. The decision of the Chancellor shall be final.

In the event of a dispute, the language contained within this Grant Agreement shall prevail over any other language including that of the grant proposal.

Grantee shall continue with the responsibilities under this Grant Agreement during any dispute.

5. Notice

Either party may give notice to the other party by sending certified mail properly addressed, postage fully prepaid to the other party's business address. Notices to be sent to the Chancellor's Office shall be addressed to the Project Monitor at California Community Colleges, Chancellor's Office, 1102 Q Street, Suite 4554, Sacramento, CA 95811-6539. Notices to be sent to the Grantee shall be addressed to the Project Director at the Grantee's address as specified on the face sheet of this Grant Agreement. Such notice shall be effective when received, as indicated by post office records, or if deemed undeliverable by the post office, such notice shall be postponed 24 hours for each such intervening day.

6. Interpretation

In the interpretation of this Grant Agreement, any inconsistencies between the terms hereof and the Exhibits shall be resolved in favor of the terms hereof.

7. Project Director and Key Personnel

The Project Director is designated by the Grantee on the face sheet of the Grant Agreement, and the key personnel are identified in the application or proposal. The Grantee may change the Project Director or other key personnel, but the Grantee shall immediately notify the Project Monitor in writing of any such changes.

8. Project Monitor

The Project Monitor is designated by the Chancellor's Office on the face sheet of the Grant Agreement. The Project Monitor is responsible for overseeing the project and any questions or problems relating to the project should be directed to the Project Monitor. If necessary, the Chancellor's Office may change the Project Monitor by written notice sent to the Grantee.

9. Budget Concerns

- a. It is mutually understood between the parties that this Grant Agreement may have been written before ascertaining the availability of state or federal funds, for the mutual benefit of both parties in order to avoid program and fiscal delays which would occur if this Grant Agreement were executed after the determination was made.
- b. It is mutually agreed that if the state or federal budget for the current year and/or any subsequent years covered under this Grant Agreement does not appropriate sufficient funds for the program, this Grant Agreement shall have no force and effect. In this event, the Chancellor's Office shall have no liability to pay any funds whatsoever to Grantee or to furnish any consideration under this Grant Agreement and Grantee shall not be obligated to perform any provisions of this Grant Agreement.
- c. Grantee shall inform any subcontractors and subgrantees that any work performed prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.
- d. In no event may Grantee use Grant funds to pay any individual or organization for the work associated with preparing the Grant application. For breach or violation of this prohibition, the Chancellor's Office shall, in addition to other remedies provided by law, have the right to annul this Grant Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
- e. In addition, this Grant Agreement is subject to any additional restrictions, funding reductions, limitations or conditions enacted in the state or federal budget, any amendments thereto, or in the laws and Executive Orders that may affect the provisions, term, or funding of this Grant Agreement in any manner. The parties hereby agree that the Chancellor's Office will notify Grantee of any such changes affecting the terms of this Grant Agreement, but need not execute an amendment to modify the Grant Agreement.

10. Assignment

Grantee may not transfer by assignment or novation the performance of this Grant Agreement or any part thereof except with the prior written approval of the Project Monitor. Nor may Grantee, without the prior written consent of the Project Monitor, assign any other right that Grantee may have under this Grant Agreement. Each assignment that is approved by the Project Monitor shall contain a provision prohibiting further assignments to any third or subsequent tier assignee without additional written approval by the Project Monitor. The Project Monitor's consent to one or more such assignments or novations shall not constitute a waiver or diminution of the absolute power to approve each and every subsequent assignment or novation.

11. Subcontracts or Subgrants

- a. Grantee agrees to obtain the written approval of the Project Monitor prior to the selection of subcontractors or subgrantees to perform services under this Grant Agreement, based upon a written request indicating compliance with the provisions set forth below. Except where prohibited by the Standards of Conduct provisions set forth in section 15 of this Article, subcontractors or subgrantees specifically identified in this Grant Agreement or the Exhibits attached hereto and which are secured in accordance with applicable legal requirements and the provisions set forth below are deemed approved upon execution of this Grant Agreement.
- b. In any event, if the Grantee wishes to enter into a subcontract or subgrant agreement for performance of any part of the activities under this Grant Agreement, Grantee shall disclose the intended purpose and amount of the subcontracting, identify the proposed subcontractor or subgrantee, and certify that the subcontractor or subgrantee was selected according to locally applicable competitive bidding processes which are reasonably calculated to ensure that cost shall be given substantial weight in the selection process, and that the selected subcontractor or subgrantee is the best qualified party available to provide the required services. Upon request, Grantee shall furnish evidence of compliance with this provision to the Project Monitor. Grantee shall immediately notify the Project Monitor in the event that any subcontract or subgrant is terminated.
- c. All subcontracts or subgrants shall contain a provision prohibiting any third or subsequent tier subcontracts or subgrants without additional written approval by the Project Monitor.
- d. The Project Monitor's consent to one or more subcontracts or subgrants shall not constitute a waiver or diminution of the absolute power to approve each and every subsequent subcontract or subgrant.
- e. Upon request, Grantee shall furnish any additional evidence the Project Monitor may deem appropriate concerning the competitive bidding procedures used or any other matter related to compliance with paragraphs (a) or (b).

- f. Grantee shall not enter into any subgrant or subcontract of the types described below and any such agreement which may be executed is null and void and of no force or effect.
1. A former state employee (including a Chancellor's Office employee, or a district employee who worked for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) cannot enter into a subcontract or subgrant under this Grant Agreement with the Grantee if that employee was engaged in the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to this Grant Agreement while employed by the state. (Gov. Code, §§ 1090, et seq., 87100, and 87400 et seq.; Cal.Code Regs. tit. 5, §§ 18741.1 and 18747.)
 2. A current state employee (including a current Chancellor's Office employee or district employee working for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) cannot enter into a subcontract or subgrant with the Grantee, with the exception of rank-and-file employees of the California State University and the University of California. (Pub. Contr. Code, § 10410.)
 3. The spouse or a member of the immediate family of a current Chancellor's Office employee (including a current Chancellor's Office employee or district employee working for the Chancellor's Office on an Interjurisdictional Exchange (IJE)) may not enter into a subcontract or subgrant with the Grantee if the Chancellor's Office employee or person on an IJE was engaged in the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to this Grant Agreement, or the subcontract or subgrant, or had any influence whatsoever in the making of this Grant Agreement, or the subcontract or subgrant. (Gov. Code, §§ 1090, et seq.; and 87100.)
- g. Nothing contained in this Grant Agreement or otherwise, shall create any contractual relationship between the Chancellor's Office and any subcontractors or subgrantees, and no subcontract or subgrant shall relieve Grantee of its responsibilities and obligations hereunder. Grantee agrees to be as fully responsible to the Chancellor's Office for the acts and omissions of its subcontractors, subgrantees, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by Grantee. Grantee's obligation to pay its subcontractors and subgrantees is independent from the obligation of the Chancellor's Office to make payments to Grantee. As a result, the Chancellor's Office shall have no obligation to pay or enforce the payment of any moneys to any subcontractor.

12. Audit

Grantee agrees that the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall

have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract or subgrant related to performance of this Grant Agreement.

13. Products and Deliverables

- a. Each deliverable to be provided under this Grant Agreement shall be submitted to and approved by the Project Monitor. All products, documents and published materials, including multimedia presentations, shall be approved by the Project Monitor prior to distribution.
- b. Any document or written report prepared, in whole or in part by Grantee, or its subcontractors or subgrantees, shall contain the Grant number and dollar amount of the Grant and subcontracts or subgrants relating to the preparation of such document or written report. The Grant and subcontract or subgrant numbers and dollar amounts shall be contained in a separate section of such document or written report. (Gov. Code, § 7550(a).)
- c. When multiple documents or written reports are the subject or product of the Grant Agreement, the disclosure section must also contain a statement indicating that the total Grant amount represents compensation for multiple documents or written reports. (Gov. Code, § 7550(b).)
- d. All products resulting from this Grant Agreement or its subcontracts in whole or in part shall reference the California Community Colleges, Chancellor's Office and the specific funding source.
- e. All references to the project shall include the phrase, "funded in part by the California Community Colleges, Chancellor's Office."

14. Travel

For travel necessary to the performance of this Grant Agreement, Grantee travel and other expense reimbursement claims shall be governed by the travel policy and procedures adopted by the Grantee's governing board. Travel and other expenses shall be limited to those necessary for the performance of this Grant Agreement. For grants involving federal funds, any out-of-state travel must be approved in advance by the Project Monitor.

Grant funds may be used to pay for travel for Chancellor's Office staff provided that the travel is related to the purposes of the Grant Agreement, the travel is necessary to allow Chancellor's Office staff to provide services or technical assistance beyond the scope of normal Grant monitoring, the request is made by the Grantee without duress from Chancellor's Office staff, Grantee does not seek or receive any favorable treatment in exchange for paying for travel, travel is arranged and paid for through ordinary Chancellor's Office processes, and the Grant funds are used to reimburse those costs using Accounting Form RT-01 Request for Services/Agreement to Pay Travel Expenses.

15. Standards of Conduct

Grantee hereby assures that, in administering this Grant Agreement, it will comply with the standards of conduct hereinafter set out, as well as the applicable state laws concerning conflicts of interests, in order to maintain the integrity of this Grant Agreement and to avoid any potential conflict of interests in its administration.

- a. Every reasonable course of action will be taken by the Grantee in order to maintain the integrity of this expenditure of public funds and to avoid any favoritism or questionable or improper conduct. The Grant Agreement will be administered in an impartial manner, free from personal, financial, or political gain. The Grantee, and its officers and employees, in administering the Grant Agreement, will avoid situations which give rise to a suggestion that any decision was influenced by prejudice, bias, special interest, or personal gain.
- b. Conducting Business with Relatives. No relative by blood, adoption, or marriage of any officer or employee of the Grantee, or of any member of its governing board, will receive favorable treatment in the award of subcontracts or subgrants or in educational or employment opportunities funded by this Grant Agreement.
- c. Conducting Business Involving Close Personal Friends and Associates. In administering the Grant Agreement, officers and employees of the Grantee will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates.
- d. Avoidance of Conflicts of Economic Interests.
 1. Grantee shall take all reasonable steps to ensure that its officers and employees, and members of its governing board, will avoid any actual or potential conflicts of interests, and that no officer, employee, or board member who exercises any functions or responsibilities in connection with this Grant Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Grant Agreement. The term "financial interest" shall include the financial interest of the officer, employee, or board member's spouse or dependent child.
 2. Grantee shall establish safeguards to prohibit officers, employees or board members from using their positions for a purpose which could result in

private gain, or give the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

3. An officer or employee of Grantee, an elected official in the area, or a member of the governing board, may not solicit or accept money or any other consideration from a third person for the performance of any act reimbursed, in whole or in part, by Grantee or the Chancellor's Office. Supplies, materials, equipment, or services purchased with Grant funds will be used solely for purposes allowed under this Grant Agreement.
4. The governing board may not authorize the award of any subcontract or subgrant funded by this Grant Agreement, if that contract, subcontract or subgrant is for the provision of services or goods by any board member, or by any person or entity which is a source of income to a board member.
- e. In the interest of avoiding conflicts of interests involving friends or associates of Chancellor's Office employees, in administering this Grant Agreement, officers and employees of the Grantee will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates of Chancellor's Office employees.

16. Statewide or Regional Projects

If this Grant involves provision of coordination, technical assistance, or other services for the California Community College system or for a particular region or group of colleges, the following requirements shall apply:

- a. Grantee agrees to consult regularly with the Project Monitor and representatives of the colleges to be served and to give every reasonable consideration to their views in the conduct of the project.
- b. Grantee shall require all employees, consultants, subcontractors and subgrantees to disclose any employment or contractual relationships they may have with other colleges being served under a statewide or regional grant. Such relationships are prohibited and shall be promptly terminated unless, after being fully informed of the circumstances, the Project Monitor determines that the services being provided to the other college by the employee, consultant, or contractor are above and beyond or unrelated to those provided under this Grant.
- c. If the primary role of the Grantee under this agreement is to serve as a fiscal agent for distribution of funds, the Grantee agrees that it will not make any payment to subcontractors engaged to provide consulting services under this grant without the written approval of the Project Monitor and the Executive Vice Chancellor or the person he/she has designated to approve grants pursuant to subdivision (c) of section 3600 of the Chancellor's Office Contracts and Grants Manual. Grantee may, however, disburse funds as provided in the grant budget for other activities

(including paying for expenses related to meetings of advisory bodies or travel expenses for site reviews) without prior approval.

- d. If this Grant exceeds \$750,000 and funds a full-time position to perform grant activities, Grantee hereby agrees to engage in full and open recruitment for that position in accord with subsection (a) of section 53021 of title 5 of the California Code of Regulations, with the understanding that such position may be filled on a temporary basis to the extent authorized by law. Grantee shall, in a timely manner, submit to the Personnel Office of the Chancellor's Office a copy of all such job announcements. In the event that an employee of the Chancellor's Office applies for and is selected to fill the position, the Chancellor's Office may consider executing an Interjurisdictional Exchange Agreement to permit the employee in question to work for the Grantee.
- e. Consistent with the requirements of section 19 of this Article ("Real Property and Equipment"), the disposition of real property or equipment with an initial purchase price in excess of \$5,000 shall be subject to the approval of the Chancellor's Office.

17. Time Is of the Essence

Time is of the essence in this Grant Agreement.

18. Intellectual Property

- a. Grantee agrees that any and all services rendered and documents or other materials, inventions, processes, machines, manufactures, or compositions of matter, and/or trademarks or servicemarks first created, developed or produced pursuant to the Grant Agreement, whether by Grantee or its subcontractors or subgrantees, shall be and are Work for Hire. All subcontracts or subgrants shall include a Work for Hire provision by which all materials, procedures, processes, machines, and trademarks or servicemarks produced as a result of the Grant Agreement shall be Work for Hire. All rights, title, and interest in and to the Work first developed under the Grant Agreement or under any subcontract or subgrant shall be assigned and transferred to the Chancellor's Office. This Work for Hire agreement shall survive the expiration or early termination of this Grant Agreement.
- b. The copyright for all materials first produced as a result of this Work for Hire agreement shall belong to the Chancellor's Office. Grantee, and all subcontractors, subgrantees, and others that produce copyright materials pursuant to the Grant Agreement, assigns all rights, title and interest, including the copyright to any and all works created pursuant to this Work for Hire agreement, to the Chancellor's Office. The Chancellor's Office shall acknowledge Grantee or its subcontractors and subgrantees, if any, as the author of works produced pursuant to this Work for Hire agreement on all publications of such work. The Chancellor's Office will license such copyrighted work with a Creative Commons CC BY license. The license will Grantee or its subcontractors and subgrantees, if any, to reproduce and disseminate copies of such work, provided the licensee agrees not to permit

infringement of the copyright by any person, to compensate Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with the licensing agreement. Said license shall include the right to create and use works derived from those created under this Grant Agreement, even if such derivative works compete with those created under this Grant Agreement.

All materials first developed in draft and in final form pursuant to this Grant Agreement shall, in a prominent place, bear the © (the letter "c" in a circle) or the word "Copyright," or the abbreviation "Copr.", followed by the year created; and the words "California Community Colleges, Chancellor's Office." In addition, all such materials shall bear the Creative Commons CC BY symbol below. Acknowledgment may be given to Grantee or the actual author(s) of the work in an appropriate manner elsewhere in the copyright material. If it is deemed necessary by either the Chancellor's Office or the Grantee that the copyright be registered with the U.S. Copyright Office, Grantee will be responsible for applying for, paying the filing fees for, and securing said copyright.



- c. All technical communications and records originated or first prepared by the Grantee or its subcontractors and subgrantees, if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs, and technical schematics and diagrams, and other documentation, but not including Grantee's administrative communications and records relating to this Grant Agreement, shall be delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's Office.
- d. If it is deemed necessary by either the Chancellor's Office or the Grantee that a patent be obtained from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or composition of matter, Grantee will be responsible for applying for, paying the filing fees for, and securing said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter developed pursuant to this Grant Agreement shall be issued to the "California Community Colleges, Chancellor's Office." All products and references to patents shall be marked and designated as such as required by law. Acknowledgment may be given to Grantee or the actual inventor(s) in an appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual property to the Grantee. Said license shall include the right to use the patent for inventions, processes, machines, manufactures, or compositions of matter derived from those created under this Grant Agreement.
- e. All trademarks and servicemarks first created, developed or acquired pursuant to this Grant Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the Chancellor's Office or the Grantee that a trademark or servicemark be registered with state or federal agencies, Grantee will be

responsible for applying for, paying the filing fees for, and securing said protection. All trademarks and servicemarks obtained pursuant to this Grant Agreement shall be issued to the "Chancellor's Office California Community Colleges" and carry the designations permitted or required by law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or servicemarks created, developed or obtained under this Grant Agreement to the Grantee.

- f. In connection with any license granted pursuant to the preceding paragraphs, Grantee agrees not to permit infringement by any person, to compensate Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with such license. Grantee may, with the permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.
- g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or compositions of matter, and trademarks or servicemarks created, developed or produced pursuant to this Grant Agreement by subcontractors or subgrantees that create works for this Grant for Grantee are for and are the property of the Chancellor's Office. Grantee shall obtain an acknowledgement of the work for hire performed by these subcontractors or subgrantees that produce intellectual property pursuant to this Grant Agreement, and all rights, title, and interests in such property shall be assigned to the Chancellor's Office from all subcontractors or subgrantees. Grantee shall incorporate the above applicable paragraphs, modified appropriately, into its agreements with subcontractors or subgrantees that create works for this Grant. No unpaid volunteer or other person shall produce copyright materials under this Grant Agreement without entering into a subcontract or subgrant between such person(s) and Grantee giving the Chancellor's Office the foregoing rights in exchange for the payment of the sum of at least one dollar (\$1).

19. Real Property and Equipment

Where allowed by the funding source, real property and equipment (as defined in the California Community Colleges Budget and Accounting Manual, page 4.64) procured with Grant funds will be used for the purpose of the Grant in accordance with the following:

- a. Equipment with an initial purchase price in excess of \$5,000 must be appropriately tagged as purchased with funds from the particular funding source and the Grantee shall maintain an inventory of equipment purchased, including a description of the equipment, a serial or other identification number, the acquisition date, the cost of the equipment, the location of the equipment, and any ultimate disposition data. The Grantee will also adhere to all other property management procedures and property accountability requirements as published by the Chancellor's Office.
- b. If the real property or equipment is not needed full time for the purposes of the Grant, it may also be used for other purposes so long as this does not interfere with

its use in carrying out the purposes of the Grant throughout the term of this Grant Agreement.

- c. Upon completion or termination of the Grant, or when real property or equipment is no longer useful or necessary for purposes of the Grant, it may be disposed of as follows:
 1. Equipment with an initial purchase price less than \$5,000 may be disposed of as the Grantee deems appropriate.
 2. If the Grant-funded project involves systemwide or regional coordination or technical assistance activities, the disposition of real property or equipment with an initial purchase price in excess of \$5,000 shall be subject to the approval of the Chancellor's Office.
 3. In all other cases, real property or equipment with an initial purchase price in excess of \$5,000 may be sold or used in another program funded by the Chancellor's Office. If the real property or equipment is sold, the proceeds of the sale shall be returned to the program funded by this Grant Agreement, or if that program has been discontinued, to another program funded by the Chancellor's Office; provided however, that the Grantee may retain \$100 or ten percent of the sale price (whichever is greater) to cover the costs of sale.
- d. Equipment purchased with federal funds shall also comply with any additional or more stringent equipment management requirements applicable to the particular federal funding source.

20. Surveys

If this Grant Agreement involves a survey of community college faculty, staff, students, or administrators, Grantee shall ensure that the survey is developed, administered, tabulated, and summarized by a survey evaluator/specialist. Surveys shall conform to project goals, shall minimize the burden on the group being surveyed, and shall not collect data already available to the Grantee from the Chancellor's Office or another source.

21. Work by Chancellor's Office Personnel

- a. Chancellor's Office staff will be permitted to work side by side with Grantee's staff to the extent and under conditions that may be directed by the Project Monitor. In this connection, Chancellor's Office staff will be given access to all data, working papers, subcontracts, etc., which Grantee may seek to utilize.
- b. Grantee will not be permitted to utilize Chancellor's Office personnel for the performance of services which are the responsibility of Grantee unless such utilization is previously agreed to in writing by the Project Monitor, and any appropriate adjustment in price is made. No charge will be made to Grantee for the

services of Chancellor's Office employees while performing, coordinating or monitoring functions, except where an Interjurisdictional Exchange agreement has been properly executed.

22. Termination

- a. Termination Option. Either party may at its option terminate this Grant Agreement at any time upon giving thirty (30) days' advance notice in writing to the other party in the manner herein specified. In such event, both parties agree to use all reasonable efforts to mitigate their expenses and obligations hereunder. In such event, the Chancellor's Office shall pay Grantee for all satisfactory services rendered and expenses incurred prior to such termination which could not by reasonable efforts of Grantee have been avoided, but not in excess of the maximum payable under the Grant Agreement as specified on the Grant Agreement Face Sheet. In such event, Grantee agrees to relinquish possession of equipment purchased for this project to the Chancellor's Office or Grantee may, with approval of the Chancellor's Office, purchase or dispose of said equipment as provided in section 19 of this Article ("Real Property and Equipment").
- b. Event of Breach. In the event of any breach of this Grant Agreement, the Chancellor's Office may, without any prejudice to any of its other legal remedies, terminate this Grant Agreement upon five (5) days' written notice to the Grantee. In the event of such termination the Chancellor's Office may select a new grantee to proceed with the work in any manner deemed proper by the Chancellor's Office. The cost to the Chancellor's Office of having the project completed by another grantee shall be deducted from any sum due Grantee under this Grant Agreement, and the balance, if any, shall be paid to Grantee upon demand. Whether or not the Chancellor's Office elects to proceed with the project, the Chancellor's Office shall pay Grantee only the reasonable value of the services theretofore rendered by Grantee as may be agreed upon by the parties or determined by a court of law.
- c. Gratuities. The Chancellor's Office may, by written notice to Grantee, terminate the right of Grantee to proceed under this Grant Agreement if it is found, after notice and hearing by the Chancellor or his or her duly authorized representative, that gratuities were offered or given by Grantee or any agent or representative of Grantee to any officer or employee of the Chancellor's Office with a view toward securing a grant or securing favorable treatment with respect to awarding or amending or making a determination with respect to the performance of such grant.

In the event this Grant Agreement is terminated as provided herein, the Chancellor's Office shall be entitled to (1) pursue the same remedies against Grantee as it could pursue in the event of the breach of the Grant Agreement by the Grantee, and (2) exemplary damages in an amount which shall be not less than three nor more than ten times the cost incurred by Grantee in providing any such gratuities to any such officer or employee, as a penalty in addition to any other damages to which it may be entitled by law.

The rights and remedies provided in this clause shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Grant Agreement.

23. Waiver

No waiver of any breach of this Grant Agreement shall be held to be a waiver of any other or subsequent breach. All remedies afforded in this Grant Agreement shall be taken and construed as cumulative; that is, in addition to every other remedy provided therein or by law. The failure of the Chancellor's Office to enforce at any time any of the provisions of this Grant Agreement, or to require at any time performance by Grantee of any of the provisions thereof, shall in no way be construed to be a waiver of such provisions nor in any way affect the validity of this Grant Agreement or any part thereof or the right of Chancellor's Office to thereafter enforce each and every such provision.

24. Workers' Compensation Insurance

Grantee hereby warrants that it carries Workers' Compensation Insurance for all of its employees who will be engaged in the performance of this Grant Agreement, or is self-insured in accordance with the provisions of Labor Code section 3700, and agrees to furnish to the Chancellor's Office satisfactory evidence thereof at any time the Project Monitor may request.

25. Law Governing

It is understood and agreed that this Grant Agreement shall be governed by the laws of the State of California both as to interpretation and performance; venue of any action brought with regard to this Grant Agreement shall be in Sacramento County, Sacramento, California.

26. Participation in Grant-Funded Activities

- a. During the performance of this Grant Agreement, Grantee and its subcontractors or subgrantees shall ensure that no person is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to participation in, any program or activity funded under this Grant Agreement on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.
- b. Programs funded by this Grant Agreement should not be designed, administered, or advertised in a manner that discourages participation on any of the bases set forth above. Any informational, advertising, or promotional materials regarding such programs may not include any statements to the effect that a program is for, or designed for students of a particular race, color, national origin, ethnicity or gender. In the event that mentoring or counseling services are provided with funding

provided by this Grant Agreement, students may not be paired with mentors or counselors based solely upon the race, color, national origin, ethnicity or gender of the students, mentors, or counselors. The Chancellor's Office may, by written approval of the Chancellor, grant an exception to the requirements of this paragraph where Grantee provides documentation clearly demonstrating that designing a program for a particular group of students is justified under applicable legal standards as a remedy for past discrimination.

27. Curriculum Development

If this Grant Agreement involves the development of new college curriculum, the following shall apply:

- a. All courses initiated or substantially modified as a result of activities supported by this Grant Agreement must comply with all applicable provisions of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations (commencing with section 55000), including but not limited to, section 55002, which defines standards for degree-applicable credit, non-degree-applicable credit, and noncredit courses. All such courses must be reviewed through the appropriate processes as described in the Program and Course Approval Handbook published by the Chancellor's Office.
- b. All programs (certificates or degrees) initiated or substantially modified as a result of activities supported by this Grant Agreement must be approved at the appropriate level and through the appropriate process as described in subchapter 1 (commencing with section 55000) and subchapter 2 (commencing with section 55100) of chapter 6 of division 6 of title 5 of the California Code of Regulations and the Program and Course Approval Handbook published by the Chancellor's Office.
- c. The fact that the Chancellor's Office has awarded funding through this Grant Agreement to support the development of new curriculum shall not be construed to constitute endorsement or approval of the resulting curriculum or to guarantee or affect the outcome of the curriculum review and approval process.

28. Eligibility for Noncitizens

Funds provided under this Grant Agreement shall only be used to employ, contract with, or provide services to citizens of the United States or noncitizens who are eligible to receive public benefits pursuant to section 401 (with respect to federally funded activities) or section 411 (with respect to state funded activities) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193, codified at 42 U.S.C. §§ 601 and 611, respectively). Grantee certifies that all of its employees and/or subcontractors or subgrantees are qualified pursuant to these provisions.

29. Nondiscrimination Clause

- a. During the performance of this Grant Agreement, Grantee and its subcontractors or subgrantees shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of ethnic group identification, national origin, religion, creed, age (over 40), sex, race, color, ancestry, sexual orientation, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, marital status, denial of family care leave, political affiliation, or position in a labor dispute. Grantee and subcontractors or subgrantees shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.
- b. Grantee and its subcontractors or subgrantees shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the California Code of Regulations are incorporated into this Grant Agreement by reference and made a part hereof as if set forth in full.
- c. Grantee and its subcontractors or subgrantees shall also comply with the provisions of Government Code sections 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the California Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.); provided, however, that if Grantee or any subgrantee or subcontractor is not a community college district the references in the regulations of the Board of Governors to "the district" shall be deemed to refer to the Grantee, subgrantee or subcontractor and references to the "district governing board" shall be deemed to refer to the management or governing body of the Grantee, subgrantee or subcontractor.
- d. Grantee and its subcontractors or subgrantees shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
- e. Grantee shall include the nondiscrimination and compliance provisions of this clause in all subcontract or subgrant agreements to perform work under this Grant Agreement.

30. Accessibility for Persons with Disabilities

- a. By signing this Grant Agreement, Grantee assures the Chancellor's Office that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C.

§§ 12101 et seq.), which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.

- b. Grantee shall, upon request by any person, make any materials produced with Grant funds available in braille, large print, electronic text, or other appropriate alternate format. Grantee shall establish policies and procedures to respond to such requests in a timely manner.
- c. All data processing, telecommunications, and/or electronic and information technology (including software, equipment, or other resources) developed, procured, or maintained by Grantee, whether purchased, leased or provided under some other arrangement for use in connection with this Grant Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
- d. Design of computer or web-based materials, including instructional materials, shall conform to guidelines of the Web Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by the Chancellor's Office.
- e. Grantee shall respond, and shall require its subcontractors and subgrantees to respond to and resolve any complaints regarding accessibility of its products and services as required by this section. If such complaints are not informally resolved, they shall be treated and processed as complaints of discrimination based on disability pursuant to California Code of Regulations, title 5, sections 59300 et seq.; provided, however, that if Grantee or any subgrantee or subcontractor is not a community college district the references in the regulations of the Board of Governors to "the district" shall be deemed to refer to the Grantee, subgrantee or subcontractor and references to the "district governing board" shall be deemed to refer to the management or governing body of the Grantee, subgrantee or subcontractor.
- f. Grantee and its subcontractors and subgrantees shall indemnify, defend, and hold harmless the Chancellor's Office, its officers, agents, and employees, from any and all claims by any person resulting from the failure to comply with the requirements of this section.
- g. Grantee shall incorporate the requirements of this section into all subcontract or subgrant agreements to perform work under this Grant Agreement.

31. Drug-Free Workplace Certification

By signing this Grant Agreement, the Grantee hereby certifies under penalty of perjury under the laws of the State of California that the Grantee will comply with the requirements of the Drug-Free Workplace Act of 1990 (Gov. Code. §§ 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

Appendix A-D—Articles I & II-Program-Specific & Legal Terms and Conditions

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The organization's policy of maintaining a drug-free workplace;
 3. Any available counseling, rehabilitation, and employee assistance programs; and,
 4. Penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works under the Grant will:
 1. Receive a copy of the Grantee's drug-free policy statement; and,
 2. Agree to abide by the terms of the Grantee's policy statement as a condition of employment under the Grant.

Failure to comply with these requirements may result in suspension of payments under the Grant Agreement or termination of the Grant Agreement or both and Grantee may be ineligible for award of any future state grants if the Chancellor's Office determines that any of the following has occurred: (1) Grantee has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above.

32. Captions

The clause headings appearing in this Grant Agreement have been inserted for the purpose of convenience and ready reference. They do not purport to and shall not be deemed to define, limit, or extend the scope or intent of the clauses to which they appertain.

33. Indemnification

Grantee agrees to indemnify, defend and save harmless the State, the Board of Governors of the California Community Colleges, the Chancellor's Office, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all employees, subcontractors, subgrantees, suppliers, laborers and any other person, firm or corporation furnishing or supplying work, services, materials or supplies in connection with performance of this Grant Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the Grantee in the performance of this Grant Agreement. Such defense and payment will be conditional upon the following:

Appendix A-D—Articles I & II-Program-Specific & Legal Terms and Conditions

- a. The Chancellor's Office will notify Grantee of any such claim in writing and tender the defense thereof within a reasonable time; and
- b. Grantee will have sole control of the defense of any action on such claim and all negotiations for its settlement or compromise; provided that:
 1. When substantial principles of government or public law are involved, when litigation might create precedent affecting future Chancellor's Office operations or liability, or when involvement of the Chancellor's Office is otherwise mandated by law, the Chancellor's Office may participate in such action at its own expense with respect to attorneys' fees and costs (but not liability);
 2. The Chancellor's Office will have the right to approve or disapprove any settlement or compromise, which approval will not unreasonably be withheld or delayed; and
 3. The Chancellor's Office will reasonably cooperate in the defense and in any related settlement negotiations.

34. Independent Status of Grantee

The Grantee, and the agents and employees of Grantee, in the performance of this Grant Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California or the Chancellor's Office.

35. Grant Agreement is Complete

No amendment, alteration or variation of the terms of this Grant Agreement shall be valid unless made in writing, signed by the parties, and approved as required. No oral understanding or agreement not incorporated in this Grant Agreement is binding on any of the parties.

36. Union Organizing

Grantee, by signing this Grant Agreement, hereby acknowledges the applicability of Government Code section 16645.2 to this Grant Agreement, and hereby certifies that none of the Grant funds will be used to assist, promote or deter union organizing.

If Grantee incurs costs, or makes expenditures to assist, promote or deter union organizing, Grantee will maintain records sufficient to show that no reimbursement from state funds has been sought for these costs, and Grantee shall provide those records to the Attorney General upon request.

37. Debarment, Suspension, and Other Responsibility Matters

Appendix A-D—Articles I & II-Program-Specific & Legal Terms and Conditions

If this Grant Agreement is funded in whole or in part with federal funds, Executive Order 12549, Debarment and Suspension, and the implementing regulations set forth at 34 Code of Federal Regulations part 85, require that prospective participants in covered transactions, as defined at 34 Code of Federal Regulations part 85, sections 85.105 and 85.110, provide the certification set forth in paragraph a. or the explanation required by paragraph b. below.

- a. By signing this Grant Agreement, Grantee hereby certifies under penalty of perjury under the laws of the State of California that Grantee and its principals:
 1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 2. Have not within a three-year period preceding this Grant Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph 8(a)(2) of this certification; and
 4. Have not within a three-year period preceding this Grant Agreement had one or more public transactions (federal, state, or local) terminated for cause or default.
- b. Where Grantee is unable to certify to any of the above statements, Grantee shall attach an explanation to the face sheet for this Agreement.

Appendix B

Program Director's Job Description

1.0 Description of Position

The MESA Program Director is responsible for day to day management of the MESA Community College Program/MCCP. With programmatic guidance from the Chancellor's Office State Project Monitor, the MESA Program Director maintains communications between the MESA Program, engineering, mathematics and science faculty, unit heads of student support services, engineering mathematics, and science department chairpersons/deans, MESA students, student organizations, related professional societies and campus administrators; coordinates planning of all student services which include admission, financial aid, scholarships, housing (if applicable), summer programs and jobs, and academic, career and student advising. The MESA Director is also responsible for ensuring student eligibility, that student contractual agreements are met, maintains program records, coordinates evaluation of program activities and accomplishments, participates in MESA training, evaluation and other activities, and works with the Faculty Sponsor to ensure successful implementation of the program.

This is a 12-month full-time position. If the district should choose to make the MESA Director's position a faculty assignment, a 10-month contract is allowable - submit a waiver to the Chancellor's Office Project Monitor for approval.

2.0 Required Communications

- 2.1 Meet regularly with the responsible administrator to plan implementation of the MESA program at the community college campus.
- 2.2 Meet regularly with the faculty sponsor to report on progress of program and to consult on plans for further implementation and improvements.
- 2.3 Consult with faculty, teaching assistants, and administrators of support services to assist in improved delivery of services to students.
- 2.5 Maintain contact with MESA students through personal discussions, regular meetings and other activities.
- 2.6 Maintain regular contact with Instructional Office, deans and faculty members to promote an understanding of MESA services, and to build a program of academic rigor.

3.0 Program Management

- 3.1 Collect and compile data and prepare status reports as required by the California Community Colleges Chancellor's Office (CCCCO) and participate in campus activities that lead to the collection and submission of MESA student data for the CCCCCO Management Information System.

Appendix A-D—Articles I & II-Program-Specific & Legal Terms and Conditions

- 3.2 Prepare mid-year and annual programmatic and financial reports of MESA generated funds.
- 3.3 Maintain a file on each MESA student and transfer student with information on students', enrollment, academic performance, participation and current status.
- 3.4 Provide ongoing evaluation of the campus MESA program and recommend steps to improve it.
- 3.5 Process budget items, monitor expenses and work with the Dean and Faculty Sponsor in planning.
- 3.6 Review all student applications for admission to MESA and make recommendations, as appropriate.
- 3.7 Work with department faculty to select best available mathematics, science, computer science, and engineering teaching assistants and/or tutors for MESA students.

4.0 Coordination

- 4.1 Develop plans for implementation of program in cooperation with the Faculty Sponsor, CCCCO Project Monitor, deans and other members of the faculty.
- 4.2 Develop tutoring and study program for MESA which includes the recruitment and training of tutors (peer, volunteer, and community college sources), and which incorporates a mix of individual small and large group study activities.
- 4.3 Recruit and schedule speakers for meetings of MESA students.
- 4.4 Plan, schedule and coordinate career advising and job orientations for students.
- 4.5 Plan, schedule, and coordinate activities related to academic advising, including advocacy and selection of a designated MESA counselor.
- 4.6 Develop, plan and coordinate activities related to student retention.
- 4.7 Maintain contacts and encourage the formation of a pipeline and pathway for students between MESA and four year colleges and universities.
- 4.8 Work with the local campus staff and/or regional MESA colleagues in order to research and prepare grant proposals for collaborative submissions.

5.0 Other Activities and Responsibilities

Maintain regular contact with the CCCCO MESA Monitor, complete reports and evaluations as requested and attend in service, orientation, trainings for MESA Directors.

6.0 Supervision Exercised or Received

- 6.1 Report to the Responsible Administrator who is responsible for oversight, supervision and evaluating performance.
- 6.2 Coordinate and supervise MCCC activities of MESA students and other volunteers.

7.0 Minimum Qualifications

- 7.1 At least a bachelor's degree from an accredited college or university, preferably in mathematics based field (one requiring calculus, or equivalent).
- 7.2 Ability to work in a multicultural environment with African-American, Native American, Mexican-American and other Latino American undergraduate students pursuing degrees in engineering, computer science, mathematics, science, or technical fields.
- 7.3 Experience for one year or more in delivering to students' academic services aimed at improving academic, study, test taking, and other skills where the students are majoring in mathematics based fields.
- 7.4 Successful work experience for a minimum of three years in education, industry or other profession involving work with postsecondary students in mathematics based fields.
- 7.5 Experience in directing activities requiring management and leadership skills.
- 7.6 Experience with public and/or private postsecondary institutions.
- 7.7 Familiarity with organizational, operational, and structural functions of postsecondary institutions.
- 7.8 Ability to work independently, assume responsibility, and take initiative in carrying out assignments.
- 7.9 Strong writing and communication skills.



Appendix C

Responsible Administrator's (RA) Role

1.0 Description of Position

- 1.1 The Responsible Administrator's (RA) is the campus academic representative who oversees the MESA Program, and ideally is the dean of mathematics/ science instruction; however, a chief instructional officer or senior faculty member may be appointed to this position, as long as the MESA program is housed under the Office of Instruction. The RA directly and personally supervises the MESA Director and is principle advocate and monitor for the MESA Program and its activities.
- 1.2 The RA is to maintain a working relationship with the Chancellor's Office Project Monitor.

2.0 Planning/Communications

- 2.1 Accept written and/or oral reports on program's status and progress from the MESA Director, and review/edit reports submitted to the CCCCCO.
- 2.2 Review and advise on the MESA Director's plans for the further implementation and improvement of the program, and supervise preparation of the annual MESA Grant renewal proposal.
- 2.3 Communicate directly with faculty, administrators, and other key campus personnel to publicize and promote program, or assist the MESA Director in efforts to do so.
- 2.4 Communicate or consult with the CCCCCO Project Monitor as necessary.
- 2.5 If the RA is not the Dean of Mathematics/Science Instruction, the RA shall keep the Dean of Mathematics/Science Instruction current and well informed on the status and progress of the program.

3.0 Administration

- 3.1 Assure that all program information and reports are submitted on schedule by the MESA Director or appropriate campus personnel.
- 3.2 Conduct periodic internal program reviews to monitor the MESA Director's performance, the faithful implementation of the MESA model at the community college, and the program's compliance with this agreement.

Appendix A-D—Articles I & II-Program-Specific & Legal Terms and Conditions

- 3.3 Regularly review program resources and assist in efforts to augment them from both on-and off campus sources. Insure MESA facilities, personnel, in-kind and financial support is fully adequate and in compliance with the grant terms.
- 3.4 Regularly review program's financial status with the MESA Director, or regularly arrange that all necessary fiscal reports, printouts, ledgers, etc., be made available for review by the MESA Director. This includes accounts of all funds committed to the program regardless of source, and includes funds and scholarships from CCCCCO MESA, National Action Council of Minorities in Engineering, Inc. (NACME), National Aeronautics and Space Administration (NASA), Alliance for Minority Participation (AMP) and/or other organizations.

4.0 Coordination

- 4.1 Assist the MESA Director when necessary to coordinate with other programs, offices or agencies whether on-or off campus.
- 4.2 Assist the MESA Director in coordinating efforts between community college and four year colleges and universities. Promote collaborative efforts among MESA program with other segments.

Appendix D

Faculty Sponsor's Role

1.0 Description of Position

- 1.1 The faculty sponsor serves as a liaison with other faculty in the fields of mathematics, engineering, and the sciences. In this role, the faculty sponsor encourages faculty to participate and support the MESA Program, and is the principle advocate for MESA among the math and science departments at the college.
- 1.2 The faculty sponsor shall be a tenured faculty member from one of the following disciplines: mathematics, engineering, computer science, or physical or biological sciences.
- 1.3 The faculty sponsor develops formal and informal working relationships with the MESA Director and participates in field trips, college days, academic competitions, and other activities requested by MESA Director.

2.0 Planning/Communications

- 2.1 Encourages other faculty in the sciences (i.e., biology, physics, chemistry, computer sciences) to participate and support the MESA program.
- 2.2 The faculty sponsor can be instrumental in providing tutorial assistance and academic advisement, identifying internships, and connections to the world of work.
- 2.3 Communicate directly with faculty, and other key campus personnel to publicize and promote program, or assist the MESA Director in these efforts to do so.
- 2.5 Support, encourage, and assist the MESA Director in strengthening the pipeline/pathway from community college and on to the university MESA partners such as MEP, CAMP and AMP at the university level.



Appendix E

Application Forms

Contact Page

Application Consortium Data Sheet

Application Abstract

Application Annual Workplan

Application Budget Summary

Application Budget Detail Sheet — Blank

Crossover Chart

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: 17-034 _____

CONTACT PAGE

TO BE COMPLETED BY COCCC
Grant Agreement No.: _____
Proposal ID No.: _____
Funding Status: _____
Fiscal Year: _____

Funding Source(s): _____
Project Title: _____
Institution: _____
Address: _____
City: _____ State: _____ Zip+4: _____

College Superintendent/President (or authorized Designee) Name: _____ Title: _____ Phone Number: (____) _____ Date: _____ Fax: (____) _____ E-Mail Address: _____
Responsible Administrator (Appropriate Program Area) Name: _____ Title: _____ Phone Number: (____) _____ Date: _____ Fax: (____) _____ E-Mail Address: _____
Project Director Name: _____ Title: _____ Phone Number: (____) _____ Date: _____ Fax: (____) _____ E-Mail Address: _____
District Chief Business Officer Name: _____ Title: _____ Phone Number: (____) _____ Date: _____ Fax: (____) _____ E-Mail Address: _____
Application/Grant Writer Name: _____ Title: _____ Phone Number: (____) _____ Date: _____ Fax: (____) _____ E-Mail Address: _____

APPLICATION CONSORTIUM DATA SHEET

Please check here if this proposal is a consortium project.

Complete the following information for each college of the consortium. Use additional sheets if required. Attach this form directly behind the Contact Page.

<p>District/College or Organization: _____ Address: _____ City: _____ State: _____ Zip+4: _____ Project Contact: _____ Phone: () _____ Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____</p>
<p>District/College or Organization: _____ Address: _____ City: _____ State: _____ Zip+4: _____ Project Contact: _____ Phone: () _____ Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____</p>
<p>District/College or Organization: _____ Address: _____ City: _____ State: _____ Zip+4: _____ Project Contact: _____ Phone: () _____ Amount of dollars contributed to project by the district/college: \$ _____ Role of district/college in the consortium design: _____ _____ _____</p>

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: 17-034 _____

TO BE COMPLETED BY COCCC

Grant Amount: \$ _____

APPLICATION ABSTRACT

Project Title: _____

Project Director: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip + 4: _____

Phone: () _____

(Summarize – no more than 3 pages)

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: 17-034 _____

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE-OBJECTIVES SHOULD LINK WITH 13 MESA COMPONENTS)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)

Instructions for Completing the Application Annual Workplan and Performance Indicators

The Application Annual Workplan and Performance Indicators is a layout form designed too graphically display five critical areas of a project workplan. The five components of this form are:

- Objectives (use one Workplan form per objective – align with MESA Components)
- Procedures/Activities
- Performance Outcomes
- Timelines
- Responsible Person(s)

Objectives

Write each objective in this column. These program objectives identify the major milestones of the project and what has to be done in order to make the project a success. State objectives in performance terms in a clear and concise manner.

Procedures/Activities

List each major procedure/activity associated with an objective and what has to be done to accomplish the objective. Ideally this column should contain between four to seven (4-7) activities. Write activities in a decimal format. The whole number should refer to the number of the objective; the number behind the decimal point should refer to the number of the activity. Activity 2.3 refers to the third activity in objective number two; write activities in chronological sequence.

Performance/Outcomes

Based on your evaluation design, list each expected outcome anticipated to be the end result of your stated activities. Also not how these outcomes will be used to determine the success or failure of your objectives and stated activities.

Timelines

Identify the start date and the ending date for each activity listed. *Example: 12/15/12 to 3/7/13.*

Responsible Person(s)

Identify by position, the personnel responsible for the completion of each activity listed.

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: 17-034 _____

APPLICATION BUDGET SUMMARY

Note: *When entering dollar amounts, round off to nearest dollar.
*Submit an Application Budget Detail Sheet for each funding source reflected here in cash or in-kind. Also explain expenditures by budget category.

Object of Expenditure	Classification	Line	Grant Funds Requested (1)	District Match Funds (2)	Other Source (3a)	Other Source (3b)	Other Source (3c)	Grand Total All Funding Sources
1000	Instructional Salaries	1						
2000	Noninstructional Salaries	2						
3000	Employee Benefits	3						
4000	Supplies and materials	4						
5000	Other Operating Expenses & Services	5						
6000	Capital Outlay	6						
7000	Other Outgo	7						
Total Direct Costs		8						
Total Indirect (4% of Line 8)		9						
Total Program Costs		10						

Note:
General Fund, District Match. For each grant dollar awarded, the recipient district shall provide one dollar in matching funds.
Other Sources of Funds or In-kind Contributions. (Provide an Application Budget Detail Sheet for each funding source.)
Indirect costs cannot exceed four percent (4%) of total direct costs (line 8).

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and federal regulations.

Project Director Signature: _____

Date: _____

District Chief Business Officer Signature: _____
(or Authorized Designee)

Date: _____



FORMAT EXAMPLE ONLY

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: _____

APPLICATION BUDGET DETAIL SHEET

Program Year: _____
Source of Funds: _____ Fill In _____

Object of Expenditure ¹	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
1100	Instructional Salaries <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>	Fill In ↓	Fill In ↓	Fill In ↓
1210	Supervisors' Salaries² <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
1230	Counselors' Salaries <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
1420	Project Director³ <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
2140	Classified Salaries, Noninstructional (Regular Full-time) <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
2200	Instructional Aides' Salaries (Regular, Full-time) <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
2340	Classified Salaries, Noninstructional (Non-Regular Full-time) <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
2400	Instructional Aides' Salaries (Non-Regular, Full-time) <i>Name/Classification</i> <i>(Days/hours) x (Daily/hourly rate) = \$</i>			
3000	Employee Benefits <i>Name and rate change</i>			
4000	Supplies and Materials <i>List type and costs</i>			
5000	Other Operating Expenses and Services <i>List type and costs, including travel and per diem</i> Subcontractors <i>Name (daily/hourly rate)</i> <i>Identify specific service to be rendered</i>			
6000	Capital Outlay <i>List type and costs</i> Equipment			
7000	Other Outgo <i>List type and costs</i> Student financial aid Other payments to/for students			
	Total Direct Cost			
	Total Indirect Cost (4%)			
	Total Program Cost			

¹The following represent frequently-used account codes. Refer to Crossover chart for further options.
²Not to exceed 5% for Supervision/Administration (not directly involved in the day-to-day ongoing activities.)
³This is the person who is directly involved in the day-to-day ongoing activities.



Chancellor's Office
 California Community Colleges

District: _____
 College: _____
 RFA Specification Number: 17-034

**APPLICATION BUDGET
 DETAIL SHEET**

Program Year:	2017-18
Source of Funds:	Fill In _____

Object of Expenditure	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
	Total Direct Cost			
	Total Indirect Cost (4%)			
	Total Program Cost			

Crossover Chart

*Expenditure by Object Titles (EOT)**

Use This <i>(VTEA Reports EOT Number)</i>	For This <i>(Budget and Accounting Manual EOT Number)</i>
1100 Instructional Salaries	1100 Academic Salaries, Instructional, Regular Salary Schedule 1300 Academic Salaries, Instructional, Non-Regular Salary Schedule
1210 Supervisor ¹	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Administrators and Supervisors: (Superintendents, Assistant Superintendents, Presidents, Vice Presidents, Deans)</i>
1220 Project Director ²	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Project Director</i>
1230 Counselor	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Vocational Counselors</i>
1240 Other	1200 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Subcategory Other: (Salaries other than Administrators/Supervisors, Project Directors, and Vocational Counselors)</i>
1400 Noninstructional Salaries <i>(Use same subcategory detail as object 1200)</i> 1410 Supervisor ¹ 1420 Project Director ² 1430 Counselor 1440 Other	1400 Academic Salaries, Non-Instructional, Non-Regular Salary Schedule
2100 Classified Salaries, Noninstructional <i>(Use same subcategory detail as object 1200)</i> 2110 Supervisor ¹ 2120 Project Director ² 2130 Counselor 2140 Other	2100 Classified Salaries, Non-Instructional, Regular Salary Schedule

* Please refer to the *California Community Colleges Budget and Accounting Manual* (Rev. July 1993). This manual has been distributed to District Superintendents/Presidents, District Chief Business Officer, District Data processing Managers, and District Libraries (for Single-Campus Districts). Multi-College District distribution was the same as above, plus each college received four (4) additional copies sent to the College President, College Business Manager, College Data Processing Manager, and the College Library. Duplication of this manual is allowed. All questions regarding the *Budget and Accounting Manual* should be referred to the California Community Colleges Administration and Fiscal Policy Division, (916) 445-1163.

Not to exceed 5% for supervision/administration (not directly involved in the day-to-day ongoing activities).

² This is the person who is directly involved with the day-to-day ongoing activities.

Use This <i>(VTEA Reports EOT Number)</i>	For This <i>(Budget and Accounting Manual EOT Number)</i>
2200 Instructional Aides' Salaries	2200 Classified Salaries, Noninstructional Aides, Regular Salary Schedule <i>Direct Instruction, Other</i>
2300 Classified Salaries, Noninstructional <i>(Use same subcategory detail as object 1200)</i> 2310 Supervisor ¹ 2320 Project Director ² 2330 Counselor 2340 Other	2300 Classified Salaries, Non-Instructional, Regular Salary Schedule
2400 Other	2400 Academic Salaries, Noninstructional, Regular Salary Schedule <i>Direct Instruction, Other</i>
3000 Employee Benefits	3000 Employee Benefits <i>(3100-3900): STRS Fund, PERS Fund, Old Age, Survivors, Disability, and Health Insurance (OASDHI), Health and Welfare Benefits, State Unemployment Insurance, Workers' Compensation Insurance, Local Retirement Systems, Other Benefits</i>
4000 Supplies and Materials	4000 Supplies and Materials <i>Instructional and Noninstructional Supplies and Materials (have a useful life of less than one year) (i.e., office, library, medical, food periodicals, magazines, pictures, maps computer software)</i>
5000 Other Operating Expenses and Services	5000 Other Operating Expenses and Services <i>Depreciation, Dues and Memberships, Insurance, Legal, Election and Audit Expenses, Personal and Consultant Services, Postage, Rents, Leases and Repairs, Self-Insurance Claims, Travel and Conference Expenses, Utilities and Housekeeping Services, Other</i>
6000 Capital Outlay	6000 Capital Outlay <i>6400 Equipment (i.e., desk, chairs, vehicles, etc.)</i>
7000 Other Outgo	7000 Other Outgo <i>(7100-7900): Debt Retirement, Interfund Transfers-Out, Other Transfers, Student Financial Aid, Other Payments to/for Student, Reserve for Contingencies</i>



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5500 STANDARDS OF STUDENT CONDUCT

The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The Standards of Student Conduct and disciplinary procedures shall be made widely available to students through the college catalog and other means.

References: Education Code Sections 66300, 66301, and 72122;
WASC/ACCJC Accreditation Standards I.C.8 and 10

**Adopted: 3/17/15
Revised: 7/10/18**

**Allan Hancock Joint Community College District
Administrative Procedure
Chapter 5 – Student Services**

AP 5500 STANDARDS OF STUDENT CONDUCT

Definitions: The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President or designee.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Encouraging, attempting, assisting, and soliciting another to do any act, which would subject a student to expulsion, suspension or other discipline pursuant to this procedure and related policy.
6. Causing or attempting to cause damage to District property or to private property on campus.
7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
8. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
9. Committing sexual harassment as defined by law or by District policies and procedures.
10. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law, on or off College premises, of the person or property of any member of the College community or members of his/her family or the threat of any such physical abuse at any College authorized or governed activity.

11. Engaging in intimidating conduct, bullying, or hazing against another student, staff or faculty through words or actions, including direct physical or verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
12. Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
13. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, or failure to identify oneself or furnishing false identification for just cause when requested to do so by College officials acting in the performance of their duties.
14. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry upon or use of District facilities.
16. Computer related crimes or unauthorized, abusive, or violation of the District's acceptable use policy or procedure including violations of software licensing agreements.
17. Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
18. Sexual assault, defined as actual or attempted sexual contact with another person without that person's consent, regardless of the victim's affiliation with the college, including, but not limited to, any of the following: (1) Intentional touching of another person's intimate parts without that person's affirmative consent or other intentional sexual contact with another person without that person's affirmative consent; (2) Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's affirmative consent; and (3) Rape, which includes penetration, no matter how slight, without the person's affirmative consent of either of the following: (A) the vagina or anus of a person by any body part of another person or by an object; (B) the mouth of a person by a sex organ of another person.
19. Sexual exploitation, defined as a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, regardless of the victim's affiliation with the college, including, but not limited to, any of the following: (1) Prostituting another person; (2) Recording images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness without the person's affirmative consent; (3) Distributing images, including video or photograph or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not affirmatively consent to the disclosure and objected to the disclosure; and (4) Viewing, another person's sexual activity, intimate body parts, or nakedness in a place where that person would have reasonable expectation of privacy, without that person's affirmative consent, and for the purpose of arousing or satisfying sexual desire.
20. Committing sexual harassment as defined by law or by District policies and procedures, which may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, that

is sufficiently severe, persistent or pervasive to limit the ability of a member of the college community (student, faculty, staff) to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment.

21. Stalking or repeatedly following or harassing another person through conduct composed of a series of acts that seriously alarm, annoy, torment, or terrorize in a manner that threatens to place that person in reasonable fear for their safety or the safety of their immediate family
22. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises,
23. Violations of Board policies, administrative procedures, or campus regulations including, but not limited to, campus regulations concerning student organizations, use of District facilities, gambling and hazing.
24. The use of any electronic listening or recording device in a classroom or learning environment without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids or academic adjustments to disabled students.
25. Presentation of academic work through fraudulent or deceptive means in order to obtain credit for this work. Academic dishonesty includes but is not limited to:

Cheating - failure to observe the expressed procedures of an academic exercise, including but not limited to:

- Unauthorized use of commercial "research" services which are not the student's own work.
- Providing information to others without instructor's permission or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.
- Unauthorized communication with fellow students during a quiz or exam.
- Copying material from another student's quiz or exam.
- Permitting another student to copy from a quiz or exam.
- Permitting a person to take a quiz, exam, or similar evaluation in lieu of the enrolled student.
- Using unauthorized materials, information, or study aids (e.g., textbook, notes, data, images, formula list, dictionary, calculator, etc.) in any academic exercise or exam.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information on an academic exercise or exam.
- Unauthorized use of another person's data in completing a computer or lab exercise.
- Using computer and word processing to gain access to alter and/or use unauthorized information.
- Altering a graded exam or assignment and requesting that it be re-graded - submission of altered work after grading, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit.

Fabrication - falsification or invention of any information in an academic exercise, including but not limited to:

- Fabricating or altering data to support research.
- Presenting results from research that was not performed--submitting material for lab assignments, class projects or other assignments, which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.
- Crediting source material that was not directly used for research.
- Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.

Fraud, Misrepresentation, Lying - intentionally making an untrue statement or deceiving including but not limited to:

- Checking into a District class, lab, center or other District resource with the intent to deceive the instructor, staff, or the college.
- Checking in or checking out of a District class, lab, center or other District resource for another student.
- Using another student's District identification card for use in a class, lab, center or other District resource.

Plagiarism - the presentation of another's words, images or ideas as if they were the student's own, including but not limited to:

- Stealing the written, oral, artistic, or original works or efforts of others and presenting them as one's own.
- The submission of material, whether in part or whole, authored by another person or source (e.g., the internet, book, journal, etc.), whether that material is paraphrased, translated or copied in verbatim or near-verbatim form without properly acknowledging the source (it is the student's responsibility to cite all sources).
- The submission of material rewritten, in part or whole, by another person that results in the loss of the student's original voice or ideas (i.e. while an editor or tutor may advise a student, the final submitted materials must be the work of the student, not that of the editor or tutor).
- Translating all or any part of material from another language and presenting it as if it were the student's own original work.
- Unauthorized transfer and use of another person's computer file as the student's own.
- Unauthorized use of another person's data in completing a computer exercise.

Facilitating Academic Dishonesty - assisting another to commit an act of academic dishonesty, including but not limited to:

- Taking a quiz, exam, or similar evaluation in place of another person.
- Allowing one student to copy from another.
- Attending a course posing as another student who is officially registered for that course.
- Providing material or other information (e.g., a solution to homework, a project or other assignments, a copy of an exam, exam key or any test information) to another student with knowledge that such assistance could be used to violate any other sections of this procedure.
- Distribution or use of notes or recordings based on college classes without the express written permission of the instructor for purposes other than individual or group study; this includes, but is not limited to, providing materials for distribution by services publishing class notes (This restriction on unauthorized use applies to all information distributed or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media).

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

References: Education Code Sections 66300, 66301, 72122, 76030, and 78907
WASC/ACCJC Accreditation Standards I.C. 8 and 10

Approved: 2/17/15

Revised: 6/12/18



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5530 STUDENT RIGHTS AND GRIEVANCES

Students are encouraged to pursue academic studies and other college-sponsored activities that will promote intellectual growth and personal development. In pursuing these ends, and in compliance with the requirements of Title IX and Section 504 of P.L. 93x112, the District establishes this Student Complaint Policy.

The District's Title IX Coordinator is responsible for ensuring that the District complies with the rules and regulations adopted by the Board of Governors of the California Community Colleges regarding unlawful discrimination against students. When a student feels that he/she has been subjected to unfair and improper action by any member of the college community, the student can seek to resolve the complaint in an expeditious manner by following the Administrative Procedure 5530 titled Student Rights and Grievances).

References: Education Code Section 76224(a);
Title IX, Education Amendments of 1972

Adopted: 10/20/81
Revised: 3/16/93
Revised: 11/22/94
Revised: 7/14/15

(Replaces Board Policy 6200)

**Allan Hancock Joint Community College District
Administrative Procedure
Chapter 5 – Student Services**

AP 5530 STUDENT RIGHTS AND GRIEVANCES

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his/her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.
- Academic Complaints.

This procedure does not apply to:

- Student disciplinary actions, which are covered under Board Policies 5500 and Administrative Procedure 5520.
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.
- Harassment and discrimination, which are covered under Board Policies and Administrative Procedures 3410, 3430, and Administrative Procedure 3435

Procedures are published and available to students in the catalog and on the District's website.

Definitions:

Party – The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.

Superintendent-President – The Superintendent/President or a designated representative of the Superintendent/President.

Student – A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.

Day – Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

Informal Resolution – Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

The Superintendent/President shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Body's (ASB) Director of Student Advocacy in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Informal Resolution Procedure

The following steps must be taken in the sequence presented within 60 days of the alleged incident:

Step 1: Meet with the person(s) involved in the complaint to seek a solution. The Associated Student Body's (ASB) Director of Student Advocacy may accompany the student and may assist both parties to achieve a mutually acceptable resolution of the complaint.

Step 2: Confer with the chairperson of the appropriate department in cases involving faculty or staff. The ASB Director of Student Advocacy may attend.

Step 3: Confer with the Chief Student Services Officer or designee. He/she will call an informal conference with the parties involved in the complaint. In the case of a complaint against the vice president, student development and services, confer with the district affirmative action officer. In either case, the ASB Director of Student Advocacy may attend.

The ASB Director of Student Advocacy may record the dates and outcome of such conferences, and may present in writing such information to the Chief Student Services Officer or designee. If in any of the steps in the informal procedure college staff cannot make or keep an appointment with the student within five days of the student's attempt to make the appointment, that step may be omitted and the next step initiated. Unavailability of the student is not cause to move to the next step. The ASB commissioner of student rights and development may also record any deviation from normal procedure.

Section A: Formal Process for Academic and Non-Academic Grievances (Excluding Grade Grievances)

Note: See Section B for Grade Grievances

Step 1. Formal Resolution Procedure

Any student who believes he/she has a grievance shall file a Statement of Grievance with the Grievance Officer within 60 days of the incident on which the grievance is based, or 60 days after the student learns of the basis for the grievance, whichever is later. If the student wishes that the grievance becomes official, the Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution. Within two days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

Step 2. Review of Grievance

The Chief Student Services Officer will review the Statement of Grievance and will meet with the person(s) involved prior to making an administrative determination. This may include faculty, staff, administrators, or students.

The determination of whether the Statement of Grievance presents sufficient grounds shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;

- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If at the end of 14 days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing.

Step 3. Request for Grievance Hearing

Grievance Hearing Committee

The Superintendent/President shall at the beginning of each semester, including any summer session, establish a standing panel of four members of the college community, including two students, two faculty members and one administrator, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization and the Academic Senate, who shall each submit two names to the Superintendent/President for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include two students, two faculty members, and one college administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Superintendent/President who shall determine whether cause for disqualification has been shown. If the Superintendent/President feels that sufficient ground for removal of a member of the committee has been presented, the Superintendent/President shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.
- The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Request for Grievance Hearing – Any request for a grievance hearing shall be filed on a Request for a Grievance Hearing Form within 30 days after filing the Statement of Grievance as described above.

Within 14 days following receipt of the request for grievance hearing, the Superintendent/President shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within seven days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. The hearing will begin within 30 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than five day notice of the date, time and place of the hearing.

Hearing Procedure

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself/herself, and may also have the right to be represented by a person of his/her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than seven days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the Superintendent/President any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than seven days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer either by recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.

Within 14 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the Superintendent/President a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing

Superintendent/President's Decision

Within 14 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the Superintendent/President shall send to all parties his/her written decision, together with the Hearing Committee's decision and recommendations. The Superintendent/President may accept or reject the findings, decisions and

recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the Superintendent/President does not accept the decision or a finding or recommendation of the Hearing Committee, the Superintendent/President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final, subject only to appeal as provided below.

Step 4: Appeal to the Superintendent/President

Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Superintendent/President within ten days of that decision. The Superintendent/President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The Superintendent/President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Section B: Formal Process for Grade Grievances (Excluding Grade Grievances)

The State of California Education Code states (Section 76224) that the "...determination of the student's grade by the instructor in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

If a student feels she or he has been unfairly assigned a grade based upon mistake, fraud, bad faith, or incompetence, not more than 120 days after the last day of the semester or term for which the grade was awarded, the student could initiate "Step 1" of the grade review procedure (certain exceptions can apply if extenuating circumstances are documented and approved by the Grade Review Committee (GRC)).

Step 1: Meet with the instructor to explain the situation and see if the problem can be resolved.

Step 2: If Step 1 does not resolve the issue and the student wishes to pursue it further then the student shall complete the Grade Review Petition Form and arrange a meeting with the department chair of the faculty person who assigned the grade.

Step 3: If Step 2 does not resolve the issue and the student wishes to pursue it further then the student shall arrange a meeting with the dean of the faculty person who assigned the grade.

Step 4: If Step 3 does not resolve the issue then the student may request a formal hearing by the GRC. The GRC shall be composed of the vice president, student development & services (who shall chair the committee), two faculty members (the president and vice president of the Academic Senate or their designees), and the ASB president or his/her designee.

The GRC shall hold a hearing within four weeks of receiving a valid request for such from the student, unless the student and/or the faculty member is unavailable due to vacation or other extenuating circumstances. All parties involved will have the right to present oral or written testimony, to have counsel, to have and question witnesses, and to hear all testimony. If the

principal parties, either the student and/or the faculty member, do not wish to attend all formal hearings, he/she may waive this right by letter.

The findings of the GRC shall be stated in writing to all participants no later than two weeks from the date of the hearing. A copy of such findings will be forwarded to the superintendent/president.

Within two weeks the superintendent/president will issue a written decision to the GRC, the dean, chair, faculty member, and the student. If the faculty member or the student wishes to appeal the decision, the board of trustees will arrange an appeal review hearing within two months of the filing of the appeal. The board of trustees can review the matter based upon the record through Step 4, or grant a hearing de nova (full hearing).

Step 5 Within two weeks after the board hearing, the board will issue its finding. The decision of the board is final.

References: Education Code Section 76224(a);
 Title IX, Education Amendments of 1972

Approved: 10/20/81

Revised: 3/16/93

Revised: 11/22/94

Revised: 5/19/98

Revised: 6/16/15

(Replaces Administrative Procedure 6200.01)