

### Program Review Approval Form

Program Name: MESA Program Review Cycle: 2025-2026  
Department Name: \_\_\_\_\_ Review Period: 2022-2023, 2023-2024, 2024-2025  
Division Name: Science, Engineering, and Mathematics Review Date: June 25, 2026

Department/Program Manager: Helen Barriere  
Division Dean: Michael Page

**Program Review Committee:**

Name: Berenice Manzo Title/Role: Counselor  
Name: Rocio Aguilar Bastida Title/Role: Faculty, Math  
Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

**Final Decision:**

☒ Approved ☐ Revisions Required ☐ Not Approved

Recommendations/Explanation if not approved:

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**Approved by:**

Name: Frank Mixson Title/Role: VP Academic Affairs  
Signature:  Date: 8/11/26



# 2025-2026 Non-Instructional Program Review - MESA Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

## Non-Instructional Area Program Review Overview

### Non-Instructional Program Review Purpose

## Section 1: Non-Instructional Area Overview

### A. Non-Instructional Area Mission and Alignment : Version by Barriere, Helen on 12/07/2025 08:20

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

- The mission of the Math Engineering Science Achievement program is to:
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 institution.
  2. Improve efficient processes and practices and utilize existing college transfer centers to garner greater MESA student transfers to four-year institutions.

The mission aligns to the four levers of Cerritos College of providing academic and professional development resources to help students succeed in science, technology, engineering, and math courses in their first semesters as well as to complete their academic progress in a timely manner (Lever A: Equitable Access & Lever B: Completion). Providing information and resources to apply for internships and undergraduate research opportunities (Lever C: Career and Transfer Success). Developing and fostering strong on and off campus partnerships and connections that directly support the MESA program students (Lever D: Institutional Health).

### B. Non-Instructional Area Description : Version by Barriere, Helen on 12/02/2025 22:36

| Service                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Excellence Workshops | An Academic Excellence Workshop (AEW) is a workshop facilitated by a Cerritos College Peer that has taken the STEM course being supported and received an A or a B in the class. The goal is to host a community of students working collaboratively to master course material with the guidance of a facilitator. MESA students are required to attend AEWs for the courses they are enrolled in each semester. AEWs have been created and developed for MATH 170 (Analytic Geometry & Calculus I), MATH 190 (Analytic Geometry & Calculus II), MATH 225 (Calculus III), Chemistry 110 (Elementary Chemistry), Chemistry 111 (General Chemistry) and Chemistry 112 (General Chemistry). |
| Tutoring in STEM Courses      | MESA provides students with access to tutoring in science, engineering, and mathematics courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Dedicated MESA Study Space    | MESA provides students with a dedicated study space throughout the academic year. Students are able to access study rooms, computer labs, and printing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Counseling                    | MESA provides students with dedicated counseling sessions designed to support and guide them throughout their academic and transfer journey at Cerritos College. The MESA assigned counselor provides 1) Personalized Guidance 2) Academic 3) Answers to quick questions 4) Comprehensive Educational Plan development and review                                                                                                                                                                                                                                                                                                                                                        |
| Academic Fieldtrips           | The MESA program assists with coordinating and recruiting students to participate in 4 year university fieldtrips helping connect students to STEM faculty and resources at respective 4-year universities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Industry Fieldtrips           | The MESA program assists with coordinating and recruiting students to attend industry field trips and facilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### C. Non-Instructional Area Organizational Resources : Version by Barriere, Helen on 02/18/2026 07:55

1. Please describe your non-instructional area's organizational and personnel structure. Discuss:
- a. Positions (e.g., managers, classified, part-time, etc.).
- b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)
- c. Organizational chart (optional).

The MESA team/structure has gone through a few personnel changes from Spring 2024 to Spring 2025. The Program Facilitator stepped into the Program Manager role for the Summer and Fall 2024 semester/months and transitioned back to the Program Facilitator role at the beginning of the Spring 2025 semester. A full time Program Manager joined the team in March 2025.

**Positions & Descriptions:**

**Full Time Program Manager:**

The MESA Program Manager reports to the Science, Engineering, and Mathematics Dean and is responsible for the efficient and effective operations of the MESA program, success center tutoring, and supplemental instruction services. This position requires a demonstrated ability to coordinate and facilitate an instructional support program and supervise employees, including part-time hourly employees. This is a managerial salaried position.

**Full Time Program Facilitator:**

Plans, develops, and implements programs to enhance retention and academic achievement through activities such as, but not limited to, cultural enhancement, social introduction, mentoring, special workshops, and support that provides easy access to services such as individualized tutoring, assessments, and financial aids, identifies student referrals from research and contact with financial aid, other grant-funded programs, and high school recruitment staff. After initial contacts, advises students on college/campus procedures, monitors enrollment and registration, and assists with solving problems. This is a classified salaried position.

**Part Time SEM Faculty Sponsor/Liaison:**

The SEM Faculty Sponsor/Liaison acts as a principal advocate for the MESA program within the Mathematics, Engineering, and Science departments. They collaborate with the MESA Program Director to increase faculty engagement, support student retention, and strengthen the academic pathway for educationally disadvantaged, first-generation, or low-income STEM students. Release time is provided for this position.

**Short Term Hourly Employees:**

**Student STEM Tutor:**

The STEM tutor provides personalized instruction in Science, Technology, Engineering, and Mathematics courses offered at Cerritos College. The goal is for the tutor to help students gain the skills they need to improve their course grade and prepare for the next course in the sequence. This is a short-term hourly position.

**Student Academic Workshop Facilitator:**

The AEW Facilitator creates worksheets for students to apply the information being learned in the STEM course/class. These peers work with faculty in the Science, Engineering, and Mathematics faculty to create the worksheets.

**Short Term Hourly Receptionist:**

The STH Receptionist helps sign students into the MESA Center and correctly track which activity or event the student is attending or participating in.

**2024-2025**

**Short Term Hourly Team Members & Positions**

Tutor 1: Computer Science tutor:

Tutor 2: Math Tutor

Tutor 3: Math Tutor

Tutor 5: Math Tutor

Academic Excellence Workshop Facilitator 1: MATH 170

Academic Excellence Workshop Facilitator 2: MATH 190

Academic Excellence Workshop Facilitator 3: CHEM 110/111

Academic Excellence Workshop Facilitator 4: MATH 225

MESA Receptionist

**2024-2025**

**Ongoing Collaboration:**

The Program Manager/Program Facilitator and Faculty Sponsor met over the period of the academic year in connection with the Dean of Science, Engineering, and Mathematics to plan out and execute programming through the academic year.

This included the planning of the academic excellence workshops, campus and industry-related workshops, and other student programming in the semesters.

**Organization Chart not included.**

**2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?**

**a. How does this participation reflect on your non-instructional area's plans and integration with the college.**

The MESA Program aims to collaborate and support campus programming directly and indirectly related to Cerritos College and the MESA program. Participating in on campus events and trainings allows the dissemination of MESA program information and encourages strong bridges connecting program staff to the campus members and campus goals.

The MESA team (Program Manager, Facilitator, & Faculty Liaison) participated in the Spring 2025 Science, Engineering and Mathematics Flex Day event. Information on the MESA program and academic resources were shared. FLEX days are designed by the Center for Teaching Excellence and/or individual department divisions in the college. They are designed to support faculty participation in activities that enhance professional growth and contribute to the improvement of instruction, student success, and institutional effectiveness. Participating as a MESA group allowed the team to share their successes thus far and provided faculty with the opportunity to learn more about the services that the MESA program has to offer.

The Program Facilitator participated and completed the Falcon Leadership Academy in the 2024-2025 Academic year. The Falcon Leadership Academy at Cerritos College (<https://www.cerritos.edu/president/fla/default.htm>) aims to develop effective leaders through workshops focusing on institutional history, strategic, and innovative leadership skills. Key goals include enhancing interpersonal communication, conflict resolution, initiative, and collaboration to prepare participants for leadership roles within the campus community.

The MESA Team and short-term hourly employees often table at Cerritos College events sharing program information and resources available to students working with different audiences. These tabling events allow MESA students to promote the program they are participating in and sharing their personal experiences and successes. It also allows visitors to learn more about the program and services it has to offer.

All of the examples shared align with the Lever D: Fostering Institutional Health among the team members. This helps team members to contribute and connect to campus colleagues and offices that continue to provide equitable access to students in Lever A of the Students First Framework.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Barriere, Helen on 02/18/2026 07:55

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. Describe the usage trend for your non-instructional area in the last three years.

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

The number of students that have accessed the MESA Center, tutoring and Academic Excellence workshops continues to increase from the first semesters of implementation to the latest. There were active campaigns to recruit students, review the eligibility requirements, on board them and fill the positions needed to host the Academic Workshops and tutoring needs for the primary and secondary users. Every semester, the program has grown in size.

The MESA team regularly communicates the academic, transfer, and professional development events taking place at the center on a weekly/daily basis and works to develop working relationships with on and off campus partnerships.

A major component of the MESA program are the Academic Excellence Workshops. These peer led facilitated sessions offer MESA students the opportunity to apply the knowledge they are learning in their STEM courses in a group setting. These sessions are open to all students taking the courses. The number of attendance and sessions being offered continues to grow every semester. The program went from two Academic Excellence Workshops in Math 170 and CHEM 110

Below are the Academic Excellence Workshops comparing Spring 2024 and Spring 2025 for the two same subject areas.

MESA Center Usage Overview & Reflection

The number of visitors that have visited the MESA Center has continued to grow every semester. As the team and program established themselves, students and SEM faculty have requested to use some of the rooms for student organization meetings or faculty office hours. Several faculty and STEM student organizations reached out to MESA to reserve space for the Fall 2025 semester after accessing the space in the Spring 2025 semester.

MESA Center Usage Pre-View\*

Spring 2025 Total Unique Visitors: 390 Total Unique Visits: 4672

\*Information includes students that were not part of the MESA program but have accessed the center. Information not available for Spring 2024-Fall 2024 as the center transitioned to the Accudemia Sign in and Tracking System during the Spring 2025 semester.

Spring 2024 Academic Excellence Workshop Attendance for Math 170 & Chem 112

|                         |    |
|-------------------------|----|
| SPRING 2024             |    |
| AEWS # of MESA Students |    |
| MATH 17067              |    |
| CHEM 11232              |    |
| TOTALS                  | 99 |

Spring 2025 Academic Excellence Workshop Attendance for Math 170 & Chem 112

|            |             |
|------------|-------------|
| FALL 2024  | SPRING 2025 |
| MATH 17063 | MATH 17090  |
| MATH 19034 | MATH 19049  |
| MATH 22579 | MATH 22538  |
| CHEM 11025 | CHEM 11013  |
| CHEM 11113 | CHEM 11125  |
| TOTALS     | 214         |
|            | CHEM 11227  |
|            | TOTALS      |
|            | 242         |

Tables below show the attendance for the Academic Excellence Workshops in two subjects for the spring 2025 semester.

|              |                    |                        |                         |
|--------------|--------------------|------------------------|-------------------------|
| Math 170 AEW |                    |                        |                         |
| Date         | # of MESA Students | # of Non-MESA Students | Total # of Participants |
| 1/30/2025    | 2                  |                        | 6                       |
| 2/6/2025     | 13                 | 3                      | 16                      |
| 2/13/2025    | 14                 | 1                      | 15                      |
| 2/27/2025    | 9                  | 2                      | 11                      |
| 3/6/2025     | 10                 | 3                      | 13                      |
| 3/13/2025    | 10                 | 5                      | 15                      |
| 4/3/2025     | 10                 | 4                      | 14                      |
| 4/10/2025    | 2                  | 1                      | 3                       |
| 4/17/2025    | 6                  | 3                      | 9                       |
| 4/24/2025    | 5                  | 2                      | 7                       |
| 5/1/2025     | 2                  | 2                      | 7                       |
| 5/8/2025     | 2                  | 4                      | 6                       |
| Totals       | 90                 | 32                     | 122                     |

Math 190 AEW

| Date      | # of MESA Students | # of Non-MESA Students | Total # of Participants |
|-----------|--------------------|------------------------|-------------------------|
| 2/5/2025  | 12                 | 6                      | 18                      |
| 2/19/2025 | 8                  | 1                      | 9                       |
| 3/12/2025 | 7                  | 1                      | 8                       |
| 3/31/2025 | 5                  | 3                      | 8                       |
| 4/16/2025 | 5                  | 1                      | 6                       |
| 4/30/2025 | 4                  | 3                      | 7                       |
| 5/7/2025  | 8                  | 5                      | 13                      |
| Totals    | 49                 | 20                     | 69                      |

Counseling Overview by Semester/Academic Year  
Spring 2024

|                      |                   |
|----------------------|-------------------|
| Appointments Created | Distinct Students |
| 69                   | 50                |

Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been  
Note: Canceled and No-Show attendances may not be mutually exclusive

|           |         |
|-----------|---------|
| Scheduled | Drop-In |
| 45        | 8       |

Fall 2025 – Spring 2025

Appointments and Students

The total counts of appointments and distinct students are displayed  
This dashboard now includes kiosk visits, so the appointment and student counts are higher

|                      |                   |
|----------------------|-------------------|
| Appointments Created | Distinct Students |
| 204                  | 91                |

Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been  
Note: Canceled and No-Show attendances may not be mutually exclusive

|           |         |
|-----------|---------|
| Scheduled | Drop-In |
| 107       | 70      |

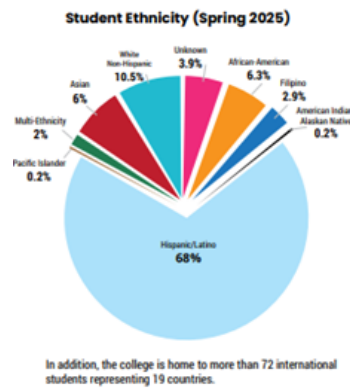
The counseling services have increased as more students have joined the program each semester. MESA students are required to meet with the MESA assigned counselor each semester to review their education plan and make any adjustments needed through the semester.

c.  
2022-2023 – No demographic data to share. The program was in planning/development.

Fall 2023 No demographic data to share. The program continued in planning/development.

SP2024 Databases Demographics  
MESA (100% First Generation)  
Spring 2024 Student Ages 19-39  
2024-2025 Student Ages 17-39

| MESA Overview             |             |         |           |         | ASEM Overview      |             |         |           |         |
|---------------------------|-------------|---------|-----------|---------|--------------------|-------------|---------|-----------|---------|
| Gender                    | Spring 2024 |         | 2024-2025 |         | Gender             | Spring 2024 |         | 2024-2025 |         |
| Female                    | 42          | 46.67%  | 46        | 36.22%  | Female             | 34          | 53.97%  | 32        | 48.48%  |
| Male                      | 42          | 46.67%  | 76        | 59.84%  | Male               | 29          | 46.03%  | 33        | 50.00%  |
| Other/Unknown             | 6           | 6.67%   | 5         | 3.94%   | Other/Unknown      | 0           | 0.00%   | 1         | 1.52%   |
| Grand Total               | 90          | 100.00% | 127       | 100.00% | Grand Total        | 63          | 100.00% | 66        | 100.00% |
| MESA Overview             |             |         |           |         | ASEM Overview      |             |         |           |         |
| Ethnicity                 | Spring 2024 |         | 2024-2025 |         | Ethnicity          | Spring 2024 |         | 2024-2025 |         |
| Asian                     | 9           | 10.00%  | 13        | 10.24%  | Asian              | 15          | 23.81%  | 8         | 12.12%  |
| Black or African American | 1           | 1.11%   | 4         | 3.15%   | Black or African   | 2           | 3.17%   | 2         | 3.03%   |
| Hispanic or Latino        | 77          | 85.56%  | 90        | 70.87%  | Hispanic or Latino | 37          | 58.73%  | 39        | 59.09%  |
| NA                        | 0           | 0.00%   | 15        | 11.81%  | NA                 | 3           | 4.76%   | 11        | 16.67%  |
| White                     | 1           | 1.11%   | 5         | 3.94%   | White              | 5           | 7.94%   | 5         | 7.58%   |
| Two or More Races         | 2           | 2.22%   | 0         | 0.00%   | Two or More Ra     | 1           | 1.59%   | 1         | 1.52%   |
| Grand Total               | 90          | 100.00% | 127       | 100.00% | Grand Total        | 63          | 100.00% | 66        | 100.00% |



i. Spring 2024 student demographic matched the Spring 2025 Cerritos College demographic more closely than the MESA student population Fall 2024- Spring 2025. The MESA Hispanic or Latino and Asian demographics are higher than Cerritos College demographics. MESA and ASEM student population increased Fall 2024- Spring 2025.

Spring 2024 Numbers = 90 (MESA) /63 (ASEM) = 153

Fall 2024-2025 Numbers = 127 (MESA) /66 (ASEM) = 193

ii. **Are the trends within your program in alignment with the broader, collegewide trends?**

While both sets of data show that Hispanic/Latino students represent the largest portion of enrollment, the percentage within the MESA program is slightly higher than the collegewide figure. Additionally, several groups—such as White, Black/African American, and Asian students—appear in different proportions when compared to the campus as a whole. Roughly 10% of the MESA/ASEM student demographic was Asian which is a little more than the campus demographic. The Black MESA/ASEM students population are lower than the campus population. In 2024-2025 there was a group that was not identified and that could change the numbers as a whole.

Overall, these differences suggest that the MESA program attracts a more concentrated subset of the college population, indicating a need to further explore recruitment, outreach among Black/African American students to match the campus demographic, and support efforts to ensure alignment with broader institutional trends and institutional goals.

iii. **Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

Traditionally, students that qualify for the MESA program experience lower rates of retention, course completion, and degree attainment compared to their peers. These numbers are reflected even more when it comes to STEM course progress and completion. The Academic Excellence Workshops, academic tutoring, and professional development connections are best practices known to help students succeed in STEM majors.

The two subjects/examples included in this review for the Spring 2025 semester showed that the number of MESA students that attended the Academic Excellence Workshops increased. The MESA team and SEM faculty continued to promote the AEWs to MESA students. The strong program and faculty connections encouraged students to attend increasing their confidence in those STEM courses. MESA and non MESA students receive a personalized email invitation sent out to attend the workshops on a weekly basis.

#### **Additional Equity Gaps Observed & Action Plans:**

Additional equity gaps continue for Black/African American students in STEM. The MESA Black/African American population (3%) does not match the campus population/demographic (6.3%). More work will be done to connect to programs such as the UP Space (Umoja and PUENTE Programs) to encourage students to participate in the MESA program if they qualify and to continue promoting the Academic Excellence Workshops.

The program team will continue to evaluate the effectiveness of academic and professional development support. Full breakdown of the AEW student feedback form can be found in Section 3 of the report.

## Section 3: Non-Instructional Area Performance and Effectiveness

### A. Non-Instructional Area Outcomes Assessment Process : Version by **Barriere, Helen** on **02/18/2026 07:55**

**1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?**

The MESA program requests direct feedback from each component of the program through Microsoft forms. Students are able to share their feedback directly by answering questions in a Microsoft form. The forms are accessed through a QR code. The feedback is reviewed on a regular basis and this has allowed the programming team to make changes and improvements as the semester progresses as well as give direct feedback to workshop facilitators and tutors.

#### **Feedback Collection Overview:**

Tutoring: students are asked to share their feedback on tutoring sessions.

Academic Excellence Workshop: Students are asked to sign into the session. They are then asked to provide feedback on the session after they have received their worksheet and worked as a group.

The Feedback is reviewed on a daily/weekly basis to provide tutors and facilitators the opportunity to implement/improve sessions.

There is a plan to work with an external evaluator to review program progress, student performance, program performance and areas for improvement.

**2. How are user needs assessed and considered in the development and delivery of programs and services?**

**a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?**

**b. What are the sources of information your non-instructional area uses to understand current needs?**

**c. How have the needs changed over time?**

#### **General Overview**

The number of program users attending the academic and professionally oriented activities continues to grow every semester.

User and department needs are assessed on a semester basis. The MESA team reviews user attendance in the academic and professional development resources provided (academic excellence workshops, fieldtrips, and tutoring sessions). Attendance and program feedback are reviewed consistently informing best practices and address any concerns immediately.

#### **Academic Excellence Workshops & Tutoring Resources**

The MESA faculty liaison, facilitator, manager, and Dean of Science, Engineering and Mathematics connect with the SEM faculty to plan the following semester activities, identify trends and

areas for improvement in the academic resources offered. Over the course of the past three years, the number of academic subjects hosted for the AEWs has continued to increase as faculty have requested and user interest continues to grow.

#### Professional & Transfer Workshops & Opportunities

The MESA faculty liaison, facilitator, manager, and Dean of Science, Engineering and Mathematics connect with campus and off campus liaisons to plan the professional and transfer oriented workshops.

#### Changes Over Time

The MESA team has continued to increase academic services provided based on the feedback of both users and faculty recommendation in the division.

#### **3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?**

MESA tracks attendance to the center and service through two main ways. 1) logging into the Accudemia system also used by the Library and Success Center on the campus. This allows the MESA program to assess what services students/users are coming into the center for. 2) sign in and feedback form per workshop or event. The Academic Excellence Workshops and tutoring sessions are the two main services where user/MESA satisfaction is measured.

To gauge student satisfaction and dissatisfaction, the program collects user feedback through short online surveys.

#### The questions asked in the Academic Excellence Workshop Session:

1. What workshop did you attend?
2. How would you rate this workshop overall?
3. Please elaborate on your selection above.
4. How would you rate this workshop in promoting a sense of learning community?
5. Rate your level of agreement with the following statement: "The content I learned in the workshop will help me with my homework, quizzes, exams, etc."
6. Are there any topics you would like additional support on? If yes, please specify.

## B. Non-Instructional Area Outcomes Assessment : Version by Barriere, Helen on 02/18/2026 07:55

#### **1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.**

Trends:

Average AEW rating increased from Fall 2024 to Spring 2025.

The program team was able to almost double the number of unique attendees for Chem 110 after increasing the number of sections invited.

The MESA program has tracked students that have self-disclosed to the team that they have been admitted to 4 year universities and transfer.

Additional data is still being collected for review. The MESA Team has requested Fall 2024 and Spring 2025 grades for students that attended the Academic Excellence Workshops in the academic year. Fall 2024: Math 170/190/225; Chem 110/111/112 & Spring 2025: Math 170/190/225; Chem 110/111/112 from the IERPG office.

The MESA Team will request this data for each academic semester and year to review progress and assess what improvements can be made to the programming and understanding what impact the AEWs have on students.

The MESA Team will also request graduation and transfer rates for students in the MESA program for the duration of the program.

#### **2. What areas for improvement are suggested by the data?**

The data shows that the tracking measures for success can be improved. There are more recorded sign ins than there are feedback forms/responses. Plan for improvement: Facilitators and tutors are reminded to ensure that student participants fill out the feedback forms. There are also areas of opportunities to continue providing academic support through the AEWs and tutoring sessions.

There were several highlights gathered from the 2024-2025 academic year.

#### **AEW Highlights**

•MESA has strengthened the relationship with SEM Faculty. This has allowed the program to expand the AEW program and serve more students each semester.

Students that started in CHEM 110 continued to attend CHEM 111 workshops.

•After one year, MESA offered the complete calculus sequence (Math 170/190/225) to support students.

•Student Facilitators gain professional and academic skills and work closely with SEM faculty strengthening their network.

•Student Kaylee Palacios attended the first AEWs offered in Spring 2024 for MATH 170 and continued attending AEWs through the 2024-2025 academic year. Kaylee was recommended and hired to be a facilitator for the 2025-2026 academic year in MATH 170 (Fall 2025/Spring 2026) & MATH 190 (Spring 2026).

•Students in MATH 225 found the workshops beneficial and requested a MATH 250 workshop. The MATH 250 workshops were incorporated for the Fall 2025-2026 academic year.

#### **3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?**

##### **a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?**

The data observed from attendance, student engagement and communication (conversations and user emails) have helped the MESA team identify barriers to success, such as challenges in balancing academic work with extracurricular commitments.

In response, the MESA team has continued to implement flexible programming schedules, creating in person and virtual opportunities, and increased outreach to ensure that students can take full advantage of MESA's support without overextending themselves.

##### **4. How does the non-instructional area make needed data and information available to area stakeholders?**

Currently the MESA program has shared data with stakeholders as requested. Internally, data for the MESA program has been shared for board meetings, management meetings, Science, Engineering, and Mathematics division meetings, Science, Engineering, and Mathematics Chairs meetings, and user newsletters.

Program updates, accomplishments, and review information have mostly been shared internally with the MESA team and instructional dean.

A meeting has been scheduled with a potential evaluator to create a Scope of Work and assess what data can be measured to assess program effectiveness.

There is also a plan to create a one-page year data overview as well as work with an external evaluator to assess and evaluate the academic and retention progress made in the program to create and disseminate a presentation to share with all campus stakeholders.

## Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

## A. Non-Instructional Area Three-Year Reflection : Version by **Barriere, Helen** on **02/18/2026 07:55**

### **1. What are the primary strengths of the non-instructional area?**

#### **a. How have these changed over time?**

#### **b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?**

The Cerritos College MESA program has had several successful semesters and academic years the past three years. The program has continued to grow and the students have continued to thrive in their transfer path and journey. For the 2024-2025 Academic year, 27 students shared that they were accepted to four year universities for the Fall 2025 semester. The universities included CSU Long Beach, CSU Los Angeles, UC Irvine, UC Los Angeles, UC Berkley to name a few. Several students were awarded academic and private scholarships through the Fall 2024-Spring 2025 academic year. One student received a \$10,000 scholarship from the Taco Bell Live Mas Foundation and another student received the Jack Kent Cooke Undergraduate Research Scholarship before their transfer. Several students attended local conferences and many students applied to research programs in the state of California. At least three students completed research over Summer 2025. They completed research at University of Southern California, UC Irvine, CSU Long Beach, and Stanford University.

One of the primary strengths of MESA's non-instructional area is its holistic student support approach. The MESA program provides both academic and professional development-oriented support services. These include weekly connections emails, Science, Engineering, and Mathematics specific academic counseling, career connections and access to information on scholarships, internships and research opportunities.

The MESA program/team continues to establish working relationships to host campus workshops to assist students with their career and transfer planning through the academic year.

The campus relationships include but are not limited to the following offices:

- SEM Learning Career Pathways Team
- Success Center
- Scholarship/Foundation Office
- Transfer Center
- Career Services
- Workforce Development
- Falcon's Nest

Another significant strength is MESA's focus on community building. The program fosters a collaborative and supportive environment where students can connect with peers, faculty, and industry professionals. This sense of community is crucial for student retention, as it helps students feel connected to a larger network and more confident in their STEM pursuits.

#### Community Building Events

- Student Organization Mixers - academic year
- Hiking with MESA - Summer months
- Required volunteering with MESA - 2 hours in the academic year

These services are designed to address the unique challenges faced by underrepresented students in STEM, providing holistic support that goes beyond just academic achievement.

1. The services continue to change based on increased collaborations and partnerships created through the past three academic years. The Academic Excellence Workshops have continued to receive positive feedback from the students that participate in the sessions and attendance continues to increase every semester. The full time and faculty MESA team members also bring with them over 30 years of experience in student success in science, technology, engineering, and mathematics majors. Working together allows the team members to each share their areas of expertise and connections in STEM student success.
2.
  1. The Academic Excellence Workshops are peer led academic study sessions. Peer led academic study sessions are considered a "best practice" specifically in "gate keeper" courses such as Calculus I, Intro to Chemistry and Intro to physics courses (Wilson, S. B., & Varma-Nelson, P. (2016)). The MESA program team continues to increase the academic support in SEM courses to increase a strong academic foundation encouraging group and peer study sessions in and outside of the AEWs.
  2. Providing the program participants a space to study can also be considered a best practice that increases student sense of community to the MESA program and other Science, Engineering, and Mathematics students. Reedy and Truschel (2015) acknowledged that learning centers have evolved into a multifaceted professional operation that addresses student success in higher education. MESA and non MESA students often visit the MESA Center to complete academic and non academic activities. These include but are not limited to studying, hosting student meetings, connecting with others, resting, and even snacking.

### **2. What major challenges face the non-instructional area?**

#### **a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

An initial challenge faced by the program was initially establishing the program. The program was new to Cerritos College and team members worked hard to establish working relationships with Science, Engineering, and Mathematics faculty, campus programs/offices, and stakeholders. Another challenge for the MESA program through the past three years has been a continued change in team members. This includes core team members and peer support (transferring short term hourlies).

This has caused the program team to be limited in the planning of events to ensure that programming of academic services and events continued through hiring of short term hourlies and collaborations.

This has been remedied in the last year/semesters and the team plans to continue to leverage the following areas to continue providing MESA (primary users) exceptional programming:

- Peer leadership through Short Term Hourly Support
- Enhancing Communication Tools
- Strengthen Partnerships On and Off Campus
- Optimizing Physical and Virtual Spaces

Another challenge is varied mechanisms to track data differently. The students often share their victories but sometimes they do not. The Program facilitator created a Celebration and wins tracker. The team continues to add information based on student updates and word of mouth.

**3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.** MESA's Program Objectives as outlined in the California Community Colleges Chancellor's Office. Each objective is followed by MESA action items that are implemented to work towards making progress in that objective.

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 institution.
- The MESA team continues to promote the program and share program information with campus staff, offices, faculty, and community liaisons. The program has seen an increase in the number of students each semester.
2. Improve efficient processes and practices and utilize existing college transfer centers to garner greater MESA student transfers to four-year institutions.



- The MESA team works with SEM faculty and campus offices to ensure that students in the program receive accurate information for transfer as well as guided counseling for transfer and degree attainment.
- 3. Improve strategies to increase the rate at which MESA students are deemed transfer ready in calculus-based science, technology, engineering, and mathematics (STEM) majors.
  - The AEWs have been implemented to assist students with success and completion of their STEM courses and majors. The strong foundation in study and habits will allow students to carry those practices and help seeking behaviors over to their transfer institutions.
- 4. Improve the academic performance of MESA students.
  - This has been done through
  - Academic Excellence Workshops
  - STEM Tutoring
  - Strong connections with STEM faculty encouraging students to connect with faculty during office hours and study sessions
- 5. Increase the leadership skills and raise the educational expectations of MESA students.
  - MESA students are required to apply for at least one internship, research opportunity, and/or scholarship per academic year. This will allow them to reach those opportunities that will increase their leadership skills.
  - MESA students are required to volunteer for two hours in the semester, increasing their connections to their peers and the MESA program.
- 6. Strengthen relationships with educators, prospective employers in business and industry to establish student internships, scholarships, and other career opportunities for MESA students.
  - MESA team members and students regularly participate in community orientated events within the surrounding area/city limits.
- 7. Improve partnerships with MESA College-Prep (high, middle and elementary schools), MESA Community College (two-year institutions and College/University (four-year institutions) Programs, or similar programs (eg. California Alliance for Minority Participation (CAMP), MESA Engineering Programs (MEP), MESA Schools Programs (MSP)), to provide optimum student support services.
  - The MESA program has established contact with several programs at California State University Long Beach and University of California Irvine
  - The team will continue to reach out to neighboring universities to establish connections and resources for transferring students
- 8. Improve collaboration with campus programs to leverage additional resources and opportunities for MESA students, and to ensure that MESA is integrated into the campus culture and infrastructure.
  - The MESA team has established strong working relationships with
  - Transfer and Counseling Programs
  - Career Center
  - SEM Division

**4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**

**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**

**b. What long-term impact would you like your non-instructional area to have on the College and the community?**

**c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

a. The MESA program plans to continue building strong on campus and off campus partnerships. This will allow the program to ensure more students are eligible to transfer to a four-year institution. The program will continue offering innovative and effective support systems, including access to the MESA Center, academic excellence workshops, engagement with local industry, counseling and advising, student cohorts, K-12 and transfer university partnerships, a MESA student club, and more.

#### **Campus Partnerships**

The MESA program hopes to continue fostering and developing strong partnerships and collaborations with campus offices and programs

Transfer Center  
Counseling Center/Division  
PUENTE Program  
UMOJA Program  
EOPs Program

#### **University Partnerships**

Institutions MESA would like to continue connecting to and building partnerships with:

CSU Long Beach  
CSU Los Angeles  
CSU Fullerton  
UC Irvine

**Workshops and contacts have been established with all institutions highlighted.**

b. The Long term impact that the MESA program would like to contribute to

- Goal 1: Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Goal 2: Increase by 35% the number of CCC students transferring annually to a UC or CSU.
- Goal 3: Decrease the average number of units accumulated by CCC students earning associate degrees.
- Goal 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

- Goal 6: Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

c. The MESA program continues to have strong support from the Library and Science, Engineering and Mathematics deans and faculty members as well as campus partners in several departments and offices at Cerritos College.

There is continued opportunity to improve direct student services and expand on the academic and professional development connections and opportunities provided.

**Additional Plans**

- 1) The MESA program would also like to incorporate a mentorship component that encompasses second year MESA students and industry professionals so that participating students can connect to each other through the semester, tutors, and industry professionals through the academic year.
- 2) Kick off a Leadership Retreat for the MESA students 2026-2027.

## Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

### A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

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| Goals            |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |
|------------------|---------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Area             | Division                              | Dept         | Goals                                                                                                                                                                                                       | Administrative Unit Outcomes (AUOs)                                                    | Objectives                                                                                                                                        | Goal Target Year of Achievement |
| Academic Affairs | Science, Engineering, and Mathematics | MESA Program | #1 Collaborate with SEM to request Conference Funding for non MESA students. This would include conference funding for groups of students that do not fully qualify for MESA such as ASEM and SEM students. | #1 MESA will communicate with Division and Dean identifying additional student need    | 1. Increase student sense of belonging on Cerritos College Campus and the MESA Program<br>2. Increase student engagement                          | Year 3                          |
|                  |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |
|                  |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |
| Academic Affairs | Science, Engineering, and Mathematics | MESA Program | #2 MESA will work towards connecting SEM to additional AEW opportunities                                                                                                                                    | #1 MESA will identify partnering faculty membter                                       | 1. Increase AEW bandwidth for larger student populations of students taking key SEM courses                                                       | Year 3                          |
|                  |                                       |              |                                                                                                                                                                                                             | #2 MESA will connect to division and dean to identify need                             |                                                                                                                                                   |                                 |
|                  |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |
| Academic Affairs | Science, Engineering, and Mathematics | MESA Program | #3 Institutionalize MESA Faculty Sponsor/Liaison Funding                                                                                                                                                    | #1 Increase student success in SEM course sequences in Chemistry, Physics, Mathematics | 1. Increase Institutional Health among students and SEM Faculty by continuing to work with the MESA Faculty Sponsor/Liaison in connection to AEWs | Year 3                          |
|                  |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |
|                  |                                       |              |                                                                                                                                                                                                             |                                                                                        |                                                                                                                                                   |                                 |

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| Action Plan                        |                     |                                                                                        |                                                                                                                                                                   | College Alignment             |                                                                                            |
|------------------------------------|---------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------|
| Responsible Party                  | AUO Assessment Year | Method of Assessment                                                                   | Action Steps                                                                                                                                                      | Student First Framework Lever | Student First Framework Lever Strategy                                                     |
| MESA Manager and SEM Division/Dean | Year 3              | 1. Assessing number of conference opportunities and areas for growth and collaboration | 1. Identify conferences to attend along with MESA                                                                                                                 | Career and Transfer Success   | C.5. Create networks that provide job opportunities and career resources for our students. |
|                                    |                     |                                                                                        |                                                                                                                                                                   |                               |                                                                                            |
|                                    |                     |                                                                                        |                                                                                                                                                                   |                               |                                                                                            |
| MESA Team and Manager              | Year 3              | 1. Assessing number of workshops being hosted and areas for growth.                    | 1. Identify Academic Excellence Workshops that will additional sections to support more SEM students.<br>2. Connect with Faculty to identify Peer Workshop Leader | Completion                    | B.4. Expand support for our students in the gateway general education courses.             |
|                                    |                     |                                                                                        |                                                                                                                                                                   |                               |                                                                                            |
|                                    |                     |                                                                                        |                                                                                                                                                                   |                               |                                                                                            |
| SEM Division                       | Year 3              | 1. Assess SEM faculty satisfaction with AEW coordination                               | Request to insitutionalize funding for MESA Faculty Sponsor/Liaison                                                                                               | Institutional Health          | B.4. Expand support for our students in the gateway general education courses.             |
|                                    |                     | 2. Assess course progress for AEW attendees                                            |                                                                                                                                                                   |                               |                                                                                            |
|                                    |                     |                                                                                        |                                                                                                                                                                   |                               |                                                                                            |

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| Resource Requests   |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
|---------------------|---------------------------------------------|--------------|---------------------------------------------------------------------|----------------|---------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Area                | Division                                    | Dept         | Resource Request                                                    | Estimated Cost | Occurrence                      | Resource Type               | Justification/Expected Outcome                                                                                               | Dept<br>Priority<br>Rank |
| Academic<br>Affairs | Science,<br>Engineering, and<br>Mathematics | MESA Program | Additional funding for ASEM and SEM<br>students                     | \$ 10,000.00   | Ongoing expense                 | Professional<br>Development | The MESA program is not able to fund non MESA students to attend conferences                                                 | 3                        |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
| Academic<br>Affairs | Science,<br>Engineering, and<br>Mathematics | MESA Program | additional resources to support additional<br>courses and workshops | \$ 10,000.00   | One-time budget<br>augmentation | Other Staffing              | As the MESA student population increases, there will be more need for AEWs to be<br>start to focus on MESA students only     | 2                        |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
|                     |                                             |              |                                                                     | \$ 90,000.00   | Ongoing expense                 | Other Staffing              | MESA base funding will commence after 2027. The request would encompass Faculty<br>Sponsor Release Time and Aacdemic benfits | 1                        |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |
|                     |                                             |              |                                                                     |                |                                 |                             |                                                                                                                              |                          |



# OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

## Non-Instructional Program Review

Program Review: MESA

Reviewer Name: Berenice Gallardo

### Section 1: Non-Instructional Area Overview

#### A. Non-Instructional Area Mission and Alignment

| 1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.                                                                                                                               |                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                              |                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 5                                                                                                                                                                                                                                                     | 4                                                                                                                                                                               | 3                                                                                                                                                       | 2                                                                                                                            | 1                                                                                         |
| Exemplary                                                                                                                                                                                                                                             | Strong                                                                                                                                                                          | Adequate                                                                                                                                                | Developing                                                                                                                   | Insufficient                                                                              |
| Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal. | Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth. | Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both. | Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework. | Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals. |
| Comments:                                                                                                                                                                                                                                             |                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                              | Score:                                                                                    |

#### B. Non-Instructional Area Description

| 1. Provide a list and a brief description of the services you provide.                                                                                             |                                                                                        |                                                        |                                                   |                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------|
| 5                                                                                                                                                                  | 4                                                                                      | 3                                                      | 2                                                 | 1                                                                         |
| Exemplary                                                                                                                                                          | Strong                                                                                 | Adequate                                               | Developing                                        | Insufficient                                                              |
| Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope. | Provides clear services and descriptions with minor omissions or room for elaboration. | Lists services but descriptions lack depth or clarity. | Provides incomplete list or unclear descriptions. | Fails to identify services or provides irrelevant/inaccurate information. |
| Comments:                                                                                                                                                          |                                                                                        |                                                        |                                                   | Score:                                                                    |

### C. Non-Instructional Area Organizational Resources

|                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     |                                                           |                                                                                  |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|
| <b>1. Please describe your non-instructional area's organizational and personnel structure. Discuss:</b><br><b>a. Positions (e.g., managers, classified, part-time, etc.)</b><br><b>b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)</b><br><b>c. Organizational chart (optional).</b> |                                                                                                     |                                                           |                                                                                  |                                                      |
| <b>5</b>                                                                                                                                                                                                                                                                                                                                                  | <b>4</b>                                                                                            | <b>3</b>                                                  | <b>2</b>                                                                         | <b>1</b>                                             |
| <b>Exemplary</b>                                                                                                                                                                                                                                                                                                                                          | <b>Strong</b>                                                                                       | <b>Adequate</b>                                           | <b>Developing</b>                                                                | <b>Insufficient</b>                                  |
| Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.                                                                                                                                     | Clear description with moderate detail; collaboration or staffing information may be less complete. | Basic description provided but lacks detail or structure. | Limited information, unclear staffing roles, or missing key structural elements. | No meaningful description of personnel or structure. |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                                                          |                                                                                                     |                                                           |                                                                                  | <b>Score:</b>                                        |

|                                                                                                                                                                                                                                                               |                                                                                                    |                                                                   |                                           |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------|--------------------------------|
| <b>2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?</b><br><b>a. How does this participation reflect on your non-instructional area's plans and integration with the college.</b> |                                                                                                    |                                                                   |                                           |                                |
| <b>5</b>                                                                                                                                                                                                                                                      | <b>4</b>                                                                                           | <b>3</b>                                                          | <b>2</b>                                  | <b>1</b>                       |
| <b>Exemplary</b>                                                                                                                                                                                                                                              | <b>Strong</b>                                                                                      | <b>Adequate</b>                                                   | <b>Developing</b>                         | <b>Insufficient</b>            |
| Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.                                                                                                        | Provides good detail on projects and committees but includes limited discussion of area alignment. | Lists projects but lacks explanation of impact or area alignment. | Minimal description of staff involvement. | Response missing or unrelated. |
| <b>Comments:</b>                                                                                                                                                                                                                                              |                                                                                                    |                                                                   |                                           | <b>Score:</b>                  |

## Section 2: Non-Instructional Area Trends

## A. Non-Instructional Area User Demographics and Service Trends

1. **Whom do you serve?**
  - a. **Describe your primary and secondary user groups that the non-instructional area attracts and serves**
  - b. **Describe the usage trend for your non-instructional area in the last three years**
    - i. **Has it remained steady, increased, or decreased?**
    - ii. **Describe any factors that contributed to any change.**
  - c. **If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).**
    - i. **How do the demographics of your users compare with the college as a whole?**
    - ii. **Are the trends within your program in alignment with the broader, collegewide trends?**
    - iii. **Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

| 5                                                                                                                                                                                                                                                  | 4                                                                                                              | 3                                                                                                                   | 2                                                                  | 1                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
| Exemplary                                                                                                                                                                                                                                          | Strong                                                                                                         | Adequate                                                                                                            | Developing                                                         | Insufficient                                         |
| Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students). | Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons. | Provides general user information and basic trend description; equity components superficial (if serving students). | Limited user description and little trend or demographic analysis. | Missing user information or does not address trends. |
| <b>Comments:</b>                                                                                                                                                                                                                                   |                                                                                                                |                                                                                                                     |                                                                    | <b>Score:</b>                                        |



## Section 3: Non-Instructional Area Performance and Effectiveness

### A. Non-Instructional Area Outcomes Assessment Process

| 1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence? |                                                                        |                                                   |                                        |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------|----------------------------------|
| 5                                                                                                                                                                         | 4                                                                      | 3                                                 | 2                                      | 1                                |
| Exemplary                                                                                                                                                                 | Strong                                                                 | Adequate                                          | Developing                             | Insufficient                     |
| Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.                     | Describes assessment methods with some detail; future plans mentioned. | Basic methods identified but limited explanation. | Minimal mention of assessment methods. | No assessment process described. |
| Comments:                                                                                                                                                                 |                                                                        |                                                   |                                        | Score:                           |

| 2. How are user needs assessed and considered in the development and delivery of programs and services?                                                 |                                                                 |                                             |                                            |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------|--------------------------------------------|-----------------------|
| a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?                       |                                                                 |                                             |                                            |                       |
| b. What are the sources of information your non-instructional area uses to understand current needs?                                                    |                                                                 |                                             |                                            |                       |
| c. How have the needs changed over time?                                                                                                                |                                                                 |                                             |                                            |                       |
| 5                                                                                                                                                       | 4                                                               | 3                                           | 2                                          | 1                     |
| Exemplary                                                                                                                                               | Strong                                                          | Adequate                                    | Developing                                 | Insufficient          |
| Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs. | Good description of needs and data sources with moderate depth. | Some sources listed but limited reflection. | Minimal detail on methods or data sources. | Missing or off-topic. |
| Comments:                                                                                                                                               |                                                                 |                                             |                                            | Score:                |

| <b>3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</b> |                                     |                                       |                     |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------|---------------------|---------------------|
| <b>5</b>                                                                                                                                                                                                                                                              | <b>4</b>                            | <b>3</b>                              | <b>2</b>            | <b>1</b>            |
| <b>Exemplary</b>                                                                                                                                                                                                                                                      | <b>Strong</b>                       | <b>Adequate</b>                       | <b>Developing</b>   | <b>Insufficient</b> |
| Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.                                                                                                                           | Good description but lacking depth. | Some tools identified but incomplete. | Limited or unclear. | Missing.            |
| <b>Comments:</b>                                                                                                                                                                                                                                                      |                                     |                                       |                     | <b>Score:</b>       |

## B. Non-Instructional Area Outcomes Assessment

| <b>1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</b> |                                                         |                                         |                         |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|-------------------------|--------------------------------|
| <b>5</b>                                                                                                                                                                                           | <b>4</b>                                                | <b>3</b>                                | <b>2</b>                | <b>1</b>                       |
| <b>Exemplary</b>                                                                                                                                                                                   | <b>Strong</b>                                           | <b>Adequate</b>                         | <b>Developing</b>       | <b>Insufficient</b>            |
| Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.                                                                                                | Interprets data with reasonable clarity but less depth. | General interpretations without detail. | Minimal interpretation. | No meaningful data discussion. |
| <b>Comments:</b>                                                                                                                                                                                   |                                                         |                                         |                         | <b>Score:</b>                  |

| <b>2. What areas for improvement are suggested by the data?</b>                 |                                                 |                                                 |                   |                         |
|---------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------|-------------------------|
| <b>5</b>                                                                        | <b>4</b>                                        | <b>3</b>                                        | <b>2</b>          | <b>1</b>                |
| <b>Exemplary</b>                                                                | <b>Strong</b>                                   | <b>Adequate</b>                                 | <b>Developing</b> | <b>Insufficient</b>     |
| Identifies strategic, data-informed opportunities for improvement tied to AUOs. | Lists areas for improvement with some analysis. | Basic identification but limited justification. | Minimal detail.   | Missing or superficial. |
| <b>Comments:</b>                                                                |                                                 |                                                 |                   | <b>Score:</b>           |

| <b>3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?</b> |                                       |                                            |                                                |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------|------------------------------------------------|-----------------------------------------|
| <b>a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?</b>                     |                                       |                                            |                                                |                                         |
| <b>5</b>                                                                                                                                 | <b>4</b>                              | <b>3</b>                                   | <b>2</b>                                       | <b>1</b>                                |
| <b>Exemplary</b>                                                                                                                         | <b>Strong</b>                         | <b>Adequate</b>                            | <b>Developing</b>                              | <b>Insufficient</b>                     |
| Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.  | Clear examples but fewer connections. | General statements without clear examples. | Minimal connection between data and decisions. | No evidence of data-informed decisions. |
| <b>Comments:</b>                                                                                                                         |                                       |                                            |                                                | <b>Score:</b>                           |

| <b>4. How does the non-instructional area make needed data and information available to area stakeholders?</b> |                                   |                                     |                      |                     |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|----------------------|---------------------|
| <b>5</b>                                                                                                       | <b>4</b>                          | <b>3</b>                            | <b>2</b>             | <b>1</b>            |
| <b>Exemplary</b>                                                                                               | <b>Strong</b>                     | <b>Adequate</b>                     | <b>Developing</b>    | <b>Insufficient</b> |
| Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.              | Describes data sharing practices. | Basic description of communication. | Vague or incomplete. | No description.     |
| <b>Comments:</b>                                                                                               |                                   |                                     |                      | <b>Score:</b>       |

## Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

### A. Non-Instructional Area Three-Year Reflection

| <b>1. What are the primary strengths of the non-instructional area?</b><br><b>a. How have these changed over time?</b><br><b>b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?</b> |                                           |                                       |                               |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------|-------------------------------|---------------------|
| <b>5</b>                                                                                                                                                                                                                                                                               | <b>4</b>                                  | <b>3</b>                              | <b>2</b>                      | <b>1</b>            |
| <b>Exemplary</b>                                                                                                                                                                                                                                                                       | <b>Strong</b>                             | <b>Adequate</b>                       | <b>Developing</b>             | <b>Insufficient</b> |
| Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.                                                                                                                                                            | Describes strengths with some reflection. | General strengths with minimal depth. | Limited or generic strengths. | Missing.            |
| <b>Comments:</b>                                                                                                                                                                                                                                                                       |                                           |                                       |                               | <b>Score:</b>       |

|                                                                                                                                                       |                                       |                                                |                            |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------|----------------------------|---------------------|
| <b>2. What major challenges face the non-instructional area?</b>                                                                                      |                                       |                                                |                            |                     |
| <b>a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?</b>                                 |                                       |                                                |                            |                     |
| <b>5</b>                                                                                                                                              | <b>4</b>                              | <b>3</b>                                       | <b>2</b>                   | <b>1</b>            |
| <b>Exemplary</b>                                                                                                                                      | <b>Strong</b>                         | <b>Adequate</b>                                | <b>Developing</b>          | <b>Insufficient</b> |
| Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources. | Lists challenges with some solutions. | Basic challenges listed but limited solutions. | Minimal challenges listed. | None provided.      |
| <b>Comments:</b>                                                                                                                                      |                                       |                                                |                            | <b>Score:</b>       |

|                                                                                                                                                                              |                                           |                                   |                                |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------|--------------------------------|---------------------|
| <b>3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.</b> |                                           |                                   |                                |                     |
| <b>5</b>                                                                                                                                                                     | <b>4</b>                                  | <b>3</b>                          | <b>2</b>                       | <b>1</b>            |
| <b>Exemplary</b>                                                                                                                                                             | <b>Strong</b>                             | <b>Adequate</b>                   | <b>Developing</b>              | <b>Insufficient</b> |
| Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.                                                                       | Good progress updates but limited detail. | General updates without evidence. | Limited or incomplete updates. | Missing.            |
| <b>Comments:</b>                                                                                                                                                             |                                           |                                   |                                | <b>Score:</b>       |

**4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**

**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**

***b. What long-term impact would you like your non-instructional area to have on the College and the community?***

**c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

| 5                                                                                                                             | 4                                  | 3                                     | 2                 | 1            |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------|-------------------|--------------|
| Exemplary                                                                                                                     | Strong                             | Adequate                              | Developing        | Insufficient |
| Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact. | Strong vision with some alignment. | General aspirations but lacks detail. | Minimal or vague. | Missing.     |
| Comments:                                                                                                                     |                                    |                                       |                   | Score:       |

## Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

### A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

| <b>Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.</b>                                                                       |                                                               |                                                                    |                                        |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------|------------------------|
| <b>5</b>                                                                                                                                                                                                            | <b>4</b>                                                      | <b>3</b>                                                           | <b>2</b>                               | <b>1</b>               |
| <b>Exemplary</b>                                                                                                                                                                                                    | <b>Strong</b>                                                 | <b>Adequate</b>                                                    | <b>Developing</b>                      | <b>Insufficient</b>    |
| Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF. | Clear goals and AUOs with moderate specificity and alignment. | Goals and AUOs listed but lack measurable objectives or alignment. | Minimal goals or unclear action plans. | Missing or incomplete. |
| <b>Comments:</b>                                                                                                                                                                                                    |                                                               |                                                                    |                                        | <b>Score:</b>          |

| <b>Provide your overall program review comments and total score.</b> |                     |
|----------------------------------------------------------------------|---------------------|
| <b>Overall comments:</b>                                             | <b>Total Score:</b> |
|                                                                      | 75                  |

Reviewer Signature: Berenice Manzo

Date: 1/15/26



# OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

## Non-Instructional Program Review

Program Review: MESA

Reviewer Name: Rocio Aguilar Bastida

### Section 1: Non-Instructional Area Overview

#### A. Non-Instructional Area Mission and Alignment

| 1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.                                                                                                                               |                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                              |                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 5                                                                                                                                                                                                                                                     | 4                                                                                                                                                                               | 3                                                                                                                                                       | 2                                                                                                                            | 1                                                                                         |
| Exemplary                                                                                                                                                                                                                                             | Strong                                                                                                                                                                          | Adequate                                                                                                                                                | Developing                                                                                                                   | Insufficient                                                                              |
| Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal. | Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth. | Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both. | Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework. | Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals. |
| Comments:<br>Successfully explained how MESA's mission connects to all four levers.                                                                                                                                                                   |                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                              | Score:<br>5                                                                               |

#### B. Non-Instructional Area Description

| 1. Provide a list and a brief description of the services you provide.                                                                                             |                                                                                        |                                                        |                                                   |                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------|
| 5                                                                                                                                                                  | 4                                                                                      | 3                                                      | 2                                                 | 1                                                                         |
| Exemplary                                                                                                                                                          | Strong                                                                                 | Adequate                                               | Developing                                        | Insufficient                                                              |
| Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope. | Provides clear services and descriptions with minor omissions or room for elaboration. | Lists services but descriptions lack depth or clarity. | Provides incomplete list or unclear descriptions. | Fails to identify services or provides irrelevant/inaccurate information. |
| Comments:<br>List is clear and shows strong understanding of all services MESA offers.                                                                             |                                                                                        |                                                        |                                                   | Score:<br>5                                                               |



### C. Non-Instructional Area Organizational Resources

|                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     |                                                           |                                                                                  |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|
| <b>1. Please describe your non-instructional area's organizational and personnel structure. Discuss:</b><br><b>a. Positions (e.g., managers, classified, part-time, etc.)</b><br><b>b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)</b><br><b>c. Organizational chart (optional).</b> |                                                                                                     |                                                           |                                                                                  |                                                      |
| <b>5</b>                                                                                                                                                                                                                                                                                                                                                  | <b>4</b>                                                                                            | <b>3</b>                                                  | <b>2</b>                                                                         | <b>1</b>                                             |
| <b>Exemplary</b>                                                                                                                                                                                                                                                                                                                                          | <b>Strong</b>                                                                                       | <b>Adequate</b>                                           | <b>Developing</b>                                                                | <b>Insufficient</b>                                  |
| Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.                                                                                                                                     | Clear description with moderate detail; collaboration or staffing information may be less complete. | Basic description provided but lacks detail or structure. | Limited information, unclear staffing roles, or missing key structural elements. | No meaningful description of personnel or structure. |
| <b>Comments:</b><br>Provided the types of positions and the quantity, however, missing descriptions of roles. Needs to further elaborate on communication practices and workflow.                                                                                                                                                                         |                                                                                                     |                                                           |                                                                                  | <b>Score:</b><br><b>3</b>                            |

|                                                                                                                                                                                                                                                                                                       |                                                                                                    |                                                                   |                                           |                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------|--------------------------------|
| <b>2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?</b><br><b>a. How does this participation reflect on your non-instructional area's plans and integration with the college.</b>                                         |                                                                                                    |                                                                   |                                           |                                |
| <b>5</b>                                                                                                                                                                                                                                                                                              | <b>4</b>                                                                                           | <b>3</b>                                                          | <b>2</b>                                  | <b>1</b>                       |
| <b>Exemplary</b>                                                                                                                                                                                                                                                                                      | <b>Strong</b>                                                                                      | <b>Adequate</b>                                                   | <b>Developing</b>                         | <b>Insufficient</b>            |
| Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.                                                                                                                                                | Provides good detail on projects and committees but includes limited discussion of area alignment. | Lists projects but lacks explanation of impact or area alignment. | Minimal description of staff involvement. | Response missing or unrelated. |
| <b>Comments:</b><br>Can further elaborate on how participation aligns with your non-instructional area's plans and with the Student First Framework. For example, the Program Facilitator participated in the Falcon Leadership Academy and in the Executive Council Games. This aligns with Lever D. |                                                                                                    |                                                                   |                                           | <b>Score:</b><br><b>3</b>      |

## Section 2: Non-Instructional Area Trends

### A. Non-Instructional Area User Demographics and Service Trends

**1. Whom do you serve?**

**a. Describe your primary and secondary user groups that the non-instructional area attracts and serves**

**b. Describe the usage trend for your non-instructional area in the last three years**

**i. Has it remained steady, increased, or decreased?**

**ii. Describe any factors that contributed to any change.**

**c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).**

**i. How do the demographics of your users compare with the college as a whole?**

**ii. Are the trends within your program in alignment with the broader, collegewide trends?**

**iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

| 5                                                                                                                                                                                                                                                                                                          | 4                                                                                                              | 3                                                                                                                   | 2                                                                  | 1                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
| Exemplary                                                                                                                                                                                                                                                                                                  | Strong                                                                                                         | Adequate                                                                                                            | Developing                                                         | Insufficient                                         |
| Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).                                                         | Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons. | Provides general user information and basic trend description; equity components superficial (if serving students). | Limited user description and little trend or demographic analysis. | Missing user information or does not address trends. |
| <b>Comments:</b><br>Clearly described how MESA's demographics compared with Cerritos College's Demographics. Can further elaborate on the equity gaps present and strategies to mitigate them. Section needs proofreading as there are a few sentences that are incomplete and some that are out of order. |                                                                                                                |                                                                                                                     |                                                                    | <b>Score:</b><br>3                                   |

## Section 3: Non-Instructional Area Performance and Effectiveness

### A. Non-Instructional Area Outcomes Assessment Process

|                                                                                                                                                                                                        |                                                                        |                                                   |                                        |                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------|----------------------------------|
| <b>1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</b>                       |                                                                        |                                                   |                                        |                                  |
| <b>5</b>                                                                                                                                                                                               | <b>4</b>                                                               | <b>3</b>                                          | <b>2</b>                               | <b>1</b>                         |
| <b>Exemplary</b>                                                                                                                                                                                       | <b>Strong</b>                                                          | <b>Adequate</b>                                   | <b>Developing</b>                      | <b>Insufficient</b>              |
| Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.                                                  | Describes assessment methods with some detail; future plans mentioned. | Basic methods identified but limited explanation. | Minimal mention of assessment methods. | No assessment process described. |
| <b>Comments:</b><br>Identified only one assessment tool (surveys). However, did a great job of explaining how surveys are conducted and how results are implemented. Also included clear future plans. |                                                                        |                                                   |                                        | <b>Score:</b><br><b>4</b>        |

|                                                                                                                                                              |                                                                 |                                             |                                            |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------|--------------------------------------------|---------------------------|
| <b>2. How are user needs assessed and considered in the development and delivery of programs and services?</b>                                               |                                                                 |                                             |                                            |                           |
| <b>a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</b>                     |                                                                 |                                             |                                            |                           |
| <b>b. What are the sources of information your non-instructional area uses to understand current needs?</b>                                                  |                                                                 |                                             |                                            |                           |
| <b>c. How have the needs changed over time?</b>                                                                                                              |                                                                 |                                             |                                            |                           |
| <b>5</b>                                                                                                                                                     | <b>4</b>                                                        | <b>3</b>                                    | <b>2</b>                                   | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                                             | <b>Strong</b>                                                   | <b>Adequate</b>                             | <b>Developing</b>                          | <b>Insufficient</b>       |
| Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.      | Good description of needs and data sources with moderate depth. | Some sources listed but limited reflection. | Minimal detail on methods or data sources. | Missing or off-topic.     |
| <b>Comments:</b><br>Shows a commitment to using faculty and student feedback to inform decisions on programming (i.e., academic and professional workshops). |                                                                 |                                             |                                            | <b>Score:</b><br><b>5</b> |

| 3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i> |                                     |                                       |                     |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------|---------------------|--------------------|
| 5                                                                                                                                                                                                                                                                     | 4                                   | 3                                     | 2                   | 1                  |
| Exemplary                                                                                                                                                                                                                                                             | Strong                              | Adequate                              | Developing          | Insufficient       |
| Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.                                                                                                                           | Good description but lacking depth. | Some tools identified but incomplete. | Limited or unclear. | Missing.           |
| <b>Comments:</b><br>Solid description of data collection tools. Also included an example of how data is used to improve services.                                                                                                                                     |                                     |                                       |                     | <b>Score:</b><br>5 |

## B. Non-Instructional Area Outcomes Assessment

| 1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i> |                                                         |                                         |                         |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|-------------------------|--------------------------------|
| 5                                                                                                                                                                                                  | 4                                                       | 3                                       | 2                       | 1                              |
| Exemplary                                                                                                                                                                                          | Strong                                                  | Adequate                                | Developing              | Insufficient                   |
| Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.                                                                                                | Interprets data with reasonable clarity but less depth. | General interpretations without detail. | Minimal interpretation. | No meaningful data discussion. |
| <b>Comments:</b><br>Section would benefit from further elaboration of AUO success results.                                                                                                         |                                                         |                                         |                         | <b>Score:</b><br>3             |

| <b>2. What areas for improvement are suggested by the data?</b>                                                                    |                                                 |                                                 |                   |                           |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------|---------------------------|
| <b>5</b>                                                                                                                           | <b>4</b>                                        | <b>3</b>                                        | <b>2</b>          | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                   | <b>Strong</b>                                   | <b>Adequate</b>                                 | <b>Developing</b> | <b>Insufficient</b>       |
| Identifies strategic, data-informed opportunities for improvement tied to AUOs.                                                    | Lists areas for improvement with some analysis. | Basic identification but limited justification. | Minimal detail.   | Missing or superficial.   |
| <b>Comments:</b><br>Clearly identified areas for improvement. Can further elaborate on how areas for improvement are tied to AUOs. |                                                 |                                                 |                   | <b>Score:</b><br><b>2</b> |

| <b>3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?</b>                                                                                                   |                                       |                                            |                                                |                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------|------------------------------------------------|-----------------------------------------|
| <b>a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?</b>                                                                                                                       |                                       |                                            |                                                |                                         |
| <b>5</b>                                                                                                                                                                                                                                   | <b>4</b>                              | <b>3</b>                                   | <b>2</b>                                       | <b>1</b>                                |
| <b>Exemplary</b>                                                                                                                                                                                                                           | <b>Strong</b>                         | <b>Adequate</b>                            | <b>Developing</b>                              | <b>Insufficient</b>                     |
| Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.                                                                                                    | Clear examples but fewer connections. | General statements without clear examples. | Minimal connection between data and decisions. | No evidence of data-informed decisions. |
| <b>Comments:</b><br>Provided a strong example of how MESA identified one student challenge and was able to implement operational changes and service improvements to mitigate the challenge. The section would benefit from more examples. |                                       |                                            |                                                | <b>Score:</b><br><b>4</b>               |

| <b>4. How does the non-instructional area make needed data and information available to area stakeholders?</b>                                                              |                                   |                                     |                      |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|----------------------|---------------------------|
| <b>5</b>                                                                                                                                                                    | <b>4</b>                          | <b>3</b>                            | <b>2</b>             | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                                                            | <b>Strong</b>                     | <b>Adequate</b>                     | <b>Developing</b>    | <b>Insufficient</b>       |
| Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.                                                                           | Describes data sharing practices. | Basic description of communication. | Vague or incomplete. | No description.           |
| <b>Comments:</b><br>Clearly addresses how MESA shares data with area stakeholders. Included future plans for data dissemination. Did not include how stakeholders use data. |                                   |                                     |                      | <b>Score:</b><br><b>4</b> |

## Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

### A. Non-Instructional Area Three-Year Reflection

| <b>1. What are the primary strengths of the non-instructional area?</b><br><b>a. How have these changed over time?</b><br><b>b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?</b> |                                           |                                       |                               |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------|-------------------------------|---------------------------|
| <b>5</b>                                                                                                                                                                                                                                                                               | <b>4</b>                                  | <b>3</b>                              | <b>2</b>                      | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                                                                                                                                                                       | <b>Strong</b>                             | <b>Adequate</b>                       | <b>Developing</b>             | <b>Insufficient</b>       |
| Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.                                                                                                                                                            | Describes strengths with some reflection. | General strengths with minimal depth. | Limited or generic strengths. | Missing.                  |
| <b>Comments:</b><br>Clearly describes evidence-based strengths of the program and their evolution. Offers great reflection.                                                                                                                                                            |                                           |                                       |                               | <b>Score:</b><br><b>5</b> |

| <b>2. What major challenges face the non-instructional area?</b>                                                                                      |                                       |                                                |                            |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------|----------------------------|---------------------------|
| <b>a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?</b>                                 |                                       |                                                |                            |                           |
| <b>5</b>                                                                                                                                              | <b>4</b>                              | <b>3</b>                                       | <b>2</b>                   | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                                      | <b>Strong</b>                         | <b>Adequate</b>                                | <b>Developing</b>          | <b>Insufficient</b>       |
| Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources. | Lists challenges with some solutions. | Basic challenges listed but limited solutions. | Minimal challenges listed. | None provided.            |
| <b>Comments:</b><br>Can further elaborate on strategies to mitigate some of the challenges.                                                           |                                       |                                                |                            | <b>Score:</b><br><b>4</b> |

| <b>3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.</b> |                                           |                                   |                                |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------|--------------------------------|---------------------------|
| <b>5</b>                                                                                                                                                                     | <b>4</b>                                  | <b>3</b>                          | <b>2</b>                       | <b>1</b>                  |
| <b>Exemplary</b>                                                                                                                                                             | <b>Strong</b>                             | <b>Adequate</b>                   | <b>Developing</b>              | <b>Insufficient</b>       |
| Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.                                                                       | Good progress updates but limited detail. | General updates without evidence. | Limited or incomplete updates. | Missing.                  |
| <b>Comments:</b><br>Only listed objectives. Did not list progress toward achieving area goals.                                                                               |                                           |                                   |                                | <b>Score:</b><br><b>2</b> |

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
  - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
  - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

| 5                                                                                                                                        | 4                                  | 3                                     | 2                 | 1                         |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------|-------------------|---------------------------|
| Exemplary                                                                                                                                | Strong                             | Adequate                              | Developing        | Insufficient              |
| Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.            | Strong vision with some alignment. | General aspirations but lacks detail. | Minimal or vague. | Missing.                  |
| <b>Comments:</b><br>Successfully provides a clear and ambitious vision for MESA's future that aligns with Cerritos College's priorities. |                                    |                                       |                   | <b>Score:</b><br><b>5</b> |



## Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

### A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

| <i>Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.</i>                                                                       |                                                               |                                                                    |                                        |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------|------------------------|
| 5                                                                                                                                                                                                                   | 4                                                             | 3                                                                  | 2                                      | 1                      |
| Exemplary                                                                                                                                                                                                           | Strong                                                        | Adequate                                                           | Developing                             | Insufficient           |
| Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF. | Clear goals and AUOs with moderate specificity and alignment. | Goals and AUOs listed but lack measurable objectives or alignment. | Minimal goals or unclear action plans. | Missing or incomplete. |
| <b>Comments:</b><br>Goals are clearly aligned with the Students First Framework. Provided measurable steps and resource requests to achieve goals.                                                                  |                                                               |                                                                    |                                        | <b>Score:</b><br>5     |

| <i>Provide your overall program review comments and total score.</i>                                                           |                           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Overall comments:</b><br>All questions were addressed. The report can benefit from further elaboration in certain sections. | <b>Total Score:</b><br>67 |

Reviewer Signature: Rocio Aguilar Bastida Digitally signed by Rocio Aguilar Bastida  
Date: 2026.01.16 12:37:38 -08'00'

Date: 1/16/26

## Program Review Planning Form

**Program/Department Name:** MESA Program  
**Division Name:** Science, Engineering, Mathematics

**Program Review Cycle:** 2025-2026  
**Review Period:** 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

### Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

#### Division Dean Information

Name: Michael Page

Email: Mpage@cerritos.edu

#### Department/Program Manager Information

Name: Helen Barriere

Email: Hbarriere@cerritos.edu

#### Program Review Collaborators:

| <u>Name</u>                  | <u>Title/Role</u>                        | <u>Email Address</u>                |
|------------------------------|------------------------------------------|-------------------------------------|
| <u>Rocio Aguilar Bastida</u> | <u>Math Faculty/MESA Faculty Sponsor</u> | <u>raguilarbastida@cerritos.edu</u> |
| <u>Noemi Rodriguez</u>       | <u>MESA Program Facilitator</u>          | <u>noemirodriguez@cerritos.edu</u>  |
| <u> </u>                     | <u> </u>                                 | <u> </u>                            |
| <u> </u>                     | <u> </u>                                 | <u> </u>                            |
| <u> </u>                     | <u> </u>                                 | <u> </u>                            |
| <u> </u>                     | <u> </u>                                 | <u> </u>                            |

#### Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



## Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

### Program/Department Manager:

Name: Helen Barriere Signature:  Date: 9/12/25

### Division Dean/VP:

Name: Michael Page Signature:  Date: 9/12/25

### Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: Amber hroch Signature:  Date: \_\_\_\_\_

Signature:   
Michael Page (Sep 12, 2025 14:27:00 PDT)

Email: mpage@cerritos.edu

Signature:   
Amber hroch (Sep 12, 2025 14:33:12 PDT)

Email: ahroch@cerritos.edu

# 2026-2029 - MESA Program Review

Final Audit Report

2026-08-11

|                 |                                              |
|-----------------|----------------------------------------------|
| Created:        | 2026-08-11                                   |
| By:             | Esthela Chavez (eschavez@cerritos.edu)       |
| Status:         | Signed                                       |
| Transaction ID: | CBJCHBCAABAA-b1VrRRugbU5BGPWC-2LrWqn9psKELxx |

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