

Learning Communities Program Review Year Five - MESA Latest Version

This cycle is to be used by Learning Communities to complete the Program Review Year Five Update.

1. Program Update : Version by Trager, Nicole on 01/15/2022 05:56

A. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

In the last two years we have had several changes to our program. We have switch out our faculty sponsor to representation by Julio Gurrero-Gonzolas from the Pittsburg math department. Our counselor has also taken on a new roll as department chair, leaving a vacancy for some hours to be filled. We have welcomed Marco Godinez back to MESA counseling. In 2020 we reapplied for the MESA competitive grant and was awarded it from 2021-2024 with an increase in funding.

The largest program change was the move from in person to online with the pandemic. We now have a fulling functioning online tutoring service, online workshops, online drop-in services. We have recently moved to hybrid services with some in person services back on campus.

We have found a new need for students to be connected and helped online. So we created MESA Mentor Ambassadors. These Mentors reach out to our students individually and help with goal setting, connecting with campus resources, and transfer resources. This is funded by a grant from the UCs

Lastly MESA has moved to an annual application rather than semi-annual. This helps with workflow and serving the students we have.

2. Engagement : Version by Trager, Nicole on 01/15/2022 05:56

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

MESA Faculty and Staff are very involved in institutional efforts. MESA Director Nicole Trager currently serves on Guided pathways and SEM as a voice for both learning communities and STEM students. She also serves in Equity spaces like SEA and IDEA.

The MESA team regularly attends the learning communities coordinators meeting to collaborate campus wide with other learning communities.

MESA also presents at the STEM division meetings.

The MESA Counselor Melissa Pon is involved in the Department Chair Meetings, Student Services Meetings, and prior Accreditation meetings.

The MESA faculty advisory Julio Guererro-Gonzalez has been involved with academic senate and is now involved in writing and maintaining math curriculum.

The MESA team also regularly attends department meetings including, but not limited to physical science, math, biology, computer science and counseling to receive updates and collaborate with stake holders.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The MESA team has provided targeted recruitment to community and LMC students through many different outlets.

We have worked strategically with the outreach office to provide recruitment to 5 feeder high schools and more, focused on those with first gen students and those coming from low income schools. Counselors in Counseling Department regularly informed to encourage students to apply to the MESA Program

MESA presentations conducted in LMC STEM classes, including other learning communities such as UMOJA, Puente, and EOPS.

Provided MESA workshops at Senior Saturdays and High School Focus Fridays, Wednesdays and Counselor Sessions. MESA has a large transfer partnership currently with Avenue E and Avenue B at UC Davis and works collaboratively to provide TAG and transfer help to our students who wish to continue on in a supportive environment in a University.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

We have student workers every semester as tutors. In a non-pandemic semester it is typically 13-15 students, we now have about 9. Each tutor goes through two semesters of training for tutoring. Both discipline specific and general tutoring. During key points of the semester, tutors also have department meetings where they can have input into MESA and suggest changes. For example, one suggestion that came out during our transition to online was to have drawing tablets and we were able to provide that for better tutoring access.

Our MESA mentor ambassadors are new. We have had 4 student workers under this title. They receive cross training in MESA and Transfer Services. MESA provides training in customer service, MESA, community building and goal setting such as SMART goals. Transfer provides training in transfer processes like CSU, UC and TAG applications. They also have departmental meetings where they can have input on the program and the department.

Our part-time classified professional Abigail Duldulao attends monthly department meetings and provides input. She has also attended trainings for budgets at the district and local business office. She has received trainings for caring campus as well as all online trainings needed since the pandemic.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The MESA Advisory council met once per semester and received updates about the program as well as provided feed back about upcoming changes.

MESA Held Flex activities in FA2019, SP2020, FA 2021 to provided opportunities for STEM faculty and related staff to focus on MESA related student issues.

Items covered for each meeting:

- Student enrollment
- Student make up
- staffing changes
- program changes
- budget updates
- input from departments

3. Data Analysis and Goal Setting : Version by **Trager, Nicole** on **01/15/2022 05:56**

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

Our program continues to grow immensely. After 2019 we made the decision to take applications only in Fall, and have a much shorter application window rather than rolling applications. So we see an increasing number of enrollments up until 2019 and then a large drop not only with the new policy, but also with the pandemic. This also allows us to serve the students we have in the the program rather than be spread thin. Our Low Income and AA success rates have been very good over the years as well, discounting the two pandemic years. Compared to our general program numbers they are very comparable or sometimes better in their first year. We don't focus on the students first year as we run so many students, but this is something we can look at.

Overall Data Analysis

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Foster youth success rates are lower than we would like to see, however there are few students in the program so the percentages would be very skewed here. For success strategies we could have our mentors invite our foster youth students directly to our success workshops and study groups. We can also Also AA student cohort numbers are low. This is an area we always are looking to grow. We would like to be closer to 10% recruitment per year and 12-14% for the full cohort. We are a bit below average there. To improve recruitment and retention we do go to specific courses and groups like Umoja, music, Pittsburg high. But we can expand to other community outreach areas.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C. Where are the biggest equity gaps for the identified DI populations in your program?

As stated above we need to focus more on Foster youth success rates and AA recruitment. Foster youth success rates are lower than we would like to see, however there are few students in the program so the percentages would be very skewed here. For success strategies we could have our mentors invite our foster youth students directly to our success workshops and study groups. We can also Also AA student cohort numbers are low. This is an area we always are looking to grow. We would like to be closer to 10% recruitment per year and 12-14% for the full cohort. We are a bit below average there. To improve recruitment and retention we do go to specific courses and groups like Umoja, music, Pittsburg high. But we can expand to other community outreach areas.

Equity Data Analysis**D. What does the data suggest in terms of future needs/directions?**

MESA is doing a great job for low income students and for AA success rates and some recruitment. However we can improve in foster youth success rates and AA recruitment and retention.

Equity Data Analysis**E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

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Goal Setting

EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Overall Success Rate: Maintain success rate at 84-85%

AA Success Rate: Increase success rate by 2-5% to 74-77%

Low Income Success Rate: Increase success rate by 2-5% to 84-87%

Foster youth success rate: Increase success rate by 2-5% to 78-81%

Additional Data Needs

F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

Transfer numbers

Persistence in STEM / major

Persistence beyond first year

Success after a failed/ dropped course

4. CPR Goals Update and Alignment

Impact of Resource Allocation