

LMC Comprehensive Report (Program Review)

Learning Communities

Fall 2017

Program: _____ MESA _____

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

1 SUMMARY OF PREVIOUS EFFORTS (FOR ALL PROGRAMS)

1.1 ANNUAL REPORT UPDATE ANALYSIS

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years' goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

MESA has made several moves toward our objectives and goals.

One major objective was to Increase counseling support for STEM students by SP17. We were able to institutionalize a full time MESA counselor in SP16 and therefore that goal was met and exceeded. We are working with our new counselor to create her workplan within our new goals.

An overall MESA goal is to create a stronger awareness of transfer universities and careers. We built a robust career speaker series, a transfer visit schedule with the transfer center and have a 1.5 unit MESA course that works on both of these subjects. This goal has been met and continues to be in the forefront of MESA's program.

In the past high school outreach has been a large part of MESA. With our STEM grant no longer funding these efforts, this has been shrunk down. We are trying to do some renewed efforts through a state grant in this goal area.

Industry involvement was a past objective. We have succeeded in getting many industry members involved both for mentors and helping provide internships and site visits.

One current ongoing objective is to Increase MESA Effectiveness overall. To increase course completion rates based on our data we need to increase student support. We also want to encourage a stronger cohort to help support our students from within. These are on going.

Also ongoing is our goal to increase scholarship and internship application/acceptances. These co-curriculars help to keep our students on the path of their STEM education and this is an ongoing goal.

1.2 ASSESSMENT SUMMARY (OPTIONAL)

If your learning community has PSLO's, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

MESA has asked for PSLO's to be removed. We have gotten confirmation of the PSLO's being removed, however the PRST was not updated to reflect that.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The MESA director is required to attend multiple statewide professional development trainings per year. These help give best practices for the program, let us know what CCCCO is doing and keep us on track. They are all equity focused as MESA is an equity plan. Everything is aligned with the goals and outcomes of MESA

Other PD performed is MESA hosts a STEM mixer for the past 3 years that brings STEM professors and students together to mix and be introduced to help support students in school

MESA also devises PD as their advisory board.

The MESA director and faculty advisor attend multiple STEM diversity conferences per year.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

MESA Collaborates with so many places on campus.

- Counseling houses the MESA course and the MESA counselor.
- Transfer and Career for workshops and trips
- FA for all students needs and scholarships
- Outreach for HS intake processes
- Tutoring centers because MESA has a huge tutoring portion
- Each STEM department to make sure MESA is meeting the needs of each department's students
- Other learning communities
- Student Equity
- Student Life

- Marketing
- Library

2 DATA ANALYSIS: (REPORT DATA FROM THE PAST 5 YEARS)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

2.1 ENROLLMENT (RECRUITMENT) & RETENTION ANALYSIS

Review the Section 2.1 Data Handout for your program and answer the following questions: Data supplied was in accurate based on miscommunication. We ran our own data to meet the questions.

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?

School Term	#MESA Students	#ASEM Students
12-13	133	3
13-14	153	34
14-15	204	77
15-16	215	114
16-17	240	156

Increased enrollment has strengthened the program and increased the services offered. MESA is unlike other learning communities where we recruit both fall and spring. Where most only do fall. We also keep our students until they transfer. This makes for a large cohort from year to year. Now we are reaching fall recruitment of above 100 students. We have changed our outreach to be classroom by classroom visits when our previous model was word of mouth and poster advertisements.

2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

MESA's full goal is to serve financially disadvantaged and educationally disadvantaged students. Our ASEM category is a category that lets students in that does not meet one of those requirements. We seek out students from all categories, however our state requirements are to focus on disadvantaged areas. Our numbers are equitably represented over the years and we have worked to increase our African American numbers which is at 14-15% in the MESA group. Our Hispanic group is our largest representation at 44% percent. Our ASEM group who does not meet disadvantaged criteria tends to

lean heavier on White-Caucasian as 35.9%. However, these are state governed groups designated by disadvantaged criteria.

MESA

Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
African-American	14.8%	Latino/Mexican American	44%	Other:_Other/Undeclared_	4.3%
Asian-American	12.3%	Native American		Other:_____	
Asian Pacific-Islander	6.1%	White-Caucasian	18.5%	Other:_____	

ASEM

Ethnicity	No.	Ethnicity	No.
African-American	12,5%	Latino/Mexican American	23.4%
Asian-American	9.4%	Native American	
Asian Pacific-Islander	18.7%	White-Caucasian	35.9%

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Student Head Count” and “Term to Term Retention” or any additional data that your program collects that relates to this area.

2.2 COURSE COMPLETION & SUCCESS ANALYSIS

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?

Term	Overall	
	Success	Completion
13-14	79%	85%
14-15	83%	89%
15-16	82%	89%
16-17	82%	91%

Our success and completion rates rose from 13-14 to the following year and have stayed steady since then. While there is some room to grow they are very high and well above LMC’s rates. We would like to improve success rates in our courses as most students are completing, but success can be raised.

2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?

From analysis of the data the African American students do see a bit of a gape of success rates. They complete, but are not as successful as some as the other groups. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM.

3. One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence,” and our Equity Plan identifies African- American students as significantly disproportionately impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

Currently AA success rate is 78% and Completion rate is 91%. Success is lower than our overall average success of the cohort and of other groups as stated above. From analysis of the data the African American students do see a bit of a gap of success rates. They complete, but are not as successful as some as the other groups. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.

2.3 TRANSFER & DEGREE/CERTIFICATE OUTCOMES

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?

Transfer ready is not a great measurement for STEM as they are high unit major’s. They often are “transfer ready” by definition but have a long way to go before they meet UC and CSU transfer requirements for their major.

To answer this question simply, yes our students are transfer ready, but we often look at actual transfer number as a benchmark of achievement in STEM. By the end of each term about 50% of our students are “transfer ready”.

2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?

African American students do see a bit of a gap of transfer readiness rates. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM. However please see the previous answer about transfer readiness not being a marker of success for stem.

3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

25% AA students were transfer ready as compared to an overall 50% rate.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Transfer Directed Status,” “Transfer Ready Status,” “Degree/Certificate Completion,” or any additional data that your program collects that relates to this area.

2.4 ADDITIONAL DATA ANALYSIS (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

2.5 RESEARCH & DATA NEEDS (OPTIONAL)

Describe any additional data or research needs that your program would benefit from.

3 LONG TERM GOALS (HOW TO GET THERE)

3.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.

<p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
--	---

List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase MESA Effectiveness	3.Promote innovation, expand organizational capacity, and enhance institutional effectiveness	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 2: Enhance MESA Community	1. Increase equitable student engagement, learning, and success.	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 3: Increase MESA student involvement	1. Increase equitable student engagement, learning, and success.	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 4:		

Goal 5:		
---------	--	--

To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes

3.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
1		1	
Department/Unit Name		Position Name/Classification	FTE
MESA		MESA Administrative Assistant	100%
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			
<p>Currently MESA has a part-time administrative assistant. We would like to request a full-time administrative assistant to be paid 50% by MESA 50% by institution.</p> <p>MESA successfully transferred 47 students to 4 year universities in 2015. LMC's Success Rate is 72% and Retention Rate is 85% for SP2015. MESA comparatively has a 81% Success Rate and a 95.4% Retention Rate for the same term which is wonderful for hard science majors. We use SARS to track our MESA center usage. In Fall of 2015 SARS logged 498 unduplicated visitors to the tutoring center with 6075 usage hours. MESA is open for 53 hours per week. This averages to 114 people per hour that MESA is open. Frankly this is an underestimate because there is no incentive for the students to sign in and most students walk right past the SARS sign in desk when a tutor is not at the desk. Our tutors are always actively tutoring hand have a hard time asking for students to constantly sign in. So even though these numbers seem high, they are actually a very low estimate of the center and tutor usage. MESA has grown vastly since SP2015! We not only serve MESA students, but the whole college for STEM tutoring.</p> <p>With these numbers the MESA and the MESA center are serving more than our capacity with one full time employee and one part-time administrative assistant.</p>			

3.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

4 FOR LEARNING COMMUNITIES WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

Purpose	Structure	List of Members	Meeting Dates	Effectiveness
<i>Guide program direction.</i>	<i>Representatives from STEM areas and other areas on campus, Dean, and MESA Director</i>	<i>varies</i>	<i>Fall & Spring</i>	<i>Planning upcoming events, program changes, financial planning.</i>

5 FOR LEARNING COMMUNITIES RESPONSIBLE FOR CSLO ASSESSMENT:

5.1 CURRICULUM UPDATE

Summarize the status of the curriculum including an analysis of the status of the COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, and sequencing.

N/A

5.2 CSLO UPDATE

Summarize the CSLO assessment reports and the assessment plans. Summarize any changes that are being made to the CSLOs.

N/A

5.3 COURSE OFFERING ANALYSIS

Analyze the course/section offerings and trends, and report any new course plans.

N/A