

Program Review All Fields

Program Review: MESA Fall 2019

Main

Overview

Academic Year Fall 2019

Originator Talavera, Esteban

Division Non-Instructional Service Areas

Department MESA

Program

MESA

Program Type

Combination

Co-Contributors

Contributor

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

MESA provides science, technology, engineering, and math academic development to educationally disadvantaged community college students to excel and transfer to a four-year university.

TRIO Student Support Services empowers first-generation, low-income, and/or Gavilan College students with disabilities as they obtain a two-year degree and transfer to a four-year university.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **MESA: Apply for an NSF S-STEM Grant**

Accomplishment

Outcome: Applied but was not chosen. We will try again in the upcoming competition.

2. **MESA: Develop existing and new strategies to collaborative with the STEM III Grant to promote STEM major course success and transfer rates**

Accomplishment

Outcome: This is being done through weekly collaborative meetings and shared counseling services. Such topics discussed are recruitment and retention methods along with academic excellence workshops. Both programs have also collaborated on group activities to promote STEM in the community through our STEM at Night events.

3. **MESA: Increase the MESA course success rate by 1.5%**

Accomplishment

Outcome: From Fall 2015 to Fall 2018 there has been a 12% increase in course success rate.

4. **TRIO: Evaluate and refine the implementation of TRIO's Summer Bridge Program Outcome In lieu of Guided Pathways and the change to Basic Skills**

Accomplishment

Outcome: Due to COVID-19 and going to a fully online course offering, the Summer Bridge program went through a change. For Summer 2020, students who applied and qualified for Summer Bridge only took the Guidance 6 portion to get incoming students prepared for their course work at Gavilan College.

5. **TRIO: Enhance Programing that targets populations experiencing inequitable outcomes at Gavilan College**

Accomplishment

Outcome: For fall 2019, both programs focused on recruitment to students in gateway courses and majors who had received BOG-B waivers. Both programs also focused on helping first-generation students obtain course success towards their goal of graduating and transferring to a four-year university.

6. **TRIO: Provide academic support targeting courses with low rates of TRIO Success**

Accomplishment

Outcome: For the 2019-2020 academic year, TRIO served 170 students through holistic, academic means. In our most current report (2018-2019) to the Department of Education, TRIO had a 91% persistence rate as well as 94% Good Academic Standing rate. This is meeting the course success and retention piece within the equity report.

Briefly describe the activities and accomplishments of the program with respect to

- a. PIPR recommendations; and
- b. Each goal since the last program plan and review.

Over the past three years both MESA & TRIO have created an atmosphere of academic success. Both programs have used intrusive counseling to help students stay on path according to their education plan. We've also used once a semester progress checks and updates of education plans to keep students on a path of success.

Both programs have also implemented cultural activities to help students connect with one another. This has created a 'family' feeling within our program center. We've implemented a yearly family night where students are able to introduce their families to the campus and our staff is able to help them understand the higher education culture.

Have the services of your program changed over the past three years? Please explain (300 words or less).

The services have not changed much. We have implemented an online tutoring portion due to COVID-19 but we are constantly evaluating our programming.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Looking over the data, we can see an upward trend for both MESA & TRIO when compared to the campus within the Liberal Arts & Sciences division. For example, in both the 2017-2018 and 2018-2019 academic year the LAS Success Count was at 66%. In those same academic years, MESA's success count was 78% and 76% and TRIO was 70% and 72%, respectively. We can see a trend that shows these programs are on a continual rise when it comes to student success.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: GavDAT (<https://gavilan.higheredprofiles.com/#/>) - Program Review/ Equity - D2. One Year Persistence Rate

The rates we found are consistent with our expectations as we look at the three-year average. For the LAS Division, the average is 49% persistence rate while MESA sees an average of 57% and TRIO an average of 56%. The data suggests that with the resources and intervention of these two programs, students tend to continue their educational pathway.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D3. Course Rates by Unit

Our goals for course success is to provide academic support to our program students via Academic Excellence Workshops, bilingual tutoring support as well as providing textbooks and instructional supplies to our students. Looking at the overall data, our MESA and TRIO students within the target success groups end up doing on average better than those not in the program. For the fall 2017 semester, MESA students within the African-American, Latinx and Filipino ethnicity performed 27% better (89%) than the non-MESA students within LAS division (62%). TRIO students for that same semester performed 18% better (80%) than the non-TRIO students within the LAS division. Our plans is to continue with the MESA plan of action while tying in programming to Guided Pathways.

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D4. Milestone Tracking Summary

Over the past three years, both MESA and TRIO have served, on average, over 300 students combined. MESA and TRIO have been able to retain a majority of students. Both programs keep in contact with students through phone calls, emails, mailings and counseling, which gives students the added support needed to succeed in higher education.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- 1. What were the measured outcomes of specific initiatives over the past three years?**
- 2. What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
- 3. What indicators are you measuring?**

(300 words or less)

We specifically measure course completion, persistence, academic success and graduate/transfer completion, which are grant requirements. When compared to the campus, MESA & TRIO students tend to perform higher in all areas. For example, in our last TRIO annual performance report, TRIO students for the 2018-2019 academic year achieved a 91% persistence rate, where the campus rate for Liberal Arts & Science had a 54% persistence rate.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Both MESA and TRiO showed a disproportionate impact. TRiO has an impact on "Current or former foster youth" (TRiO). This could be due to the fact that EOPS has dedicated services for former foster youth and both TRiO and EOPS have an understanding to avoid "double dipping" into services by not allowing students to participate in both programs, which allows for more students to be served. There is no future plan to rectify this since Fall 2020 is the last semester of TRiO at Gavilan College.

MESA has an impact on "Individuals With disabilities" (MESA). This can be due to the fact that MESA students, according to the grant, must transfer within a certain time frame. We can overcome this inequity by working closer with AEC and promoting STEM for students with disabilities.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

We plan on following board policies when it comes to employee hires. Each applicant will go through the process human resources has in place

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

We plan on following the current HR practices and lead as our programs seek new hires.

curriQunet

**Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curriQunet?**

No

Are your SAOs up to date in curriQunet AND on the reporting website?

No

Have your SAOs been assessed in the last five years?

No

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

No

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

The evaluation of our programs' performances is through annual reporting to both the Department of Education (TRiO SSS) and the California Community Colleges Chancellor's Office (MESA). Both programs must meet grant requirements.

Outcome Assessments

Services Area Outcomes (SAO)

What is your set goal for SAO success for each SAO (200 words or less)?

According to the MESA grant:

1. Increase the number of economically and educationally disadvantaged students pursuing calculus-based STEM degrees.
2. Implement strategies to increase the rate at which MESA students are deemed transfer ready in STEM majors.
3. Improve the academic performance of MESA students
4. Increase the leadership skills and raise the educational expectations of MESA students
5. Implement strategies to collaborate with campus programs to leverage additional resources and opportunities for MESA students and to ensure that MESA is integrated in the campus culture and infrastructure.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

Yes. MESA helps students develop and apply critical and creative thinking skills both in and out of the classroom. The program also helps students communicate clearly and effectively while also creating a team building mentality through various group workshops. MESA students also use their academic knowledge to help out the surrounding communities through internships and student groups. In the end, MESA students are given opportunities to become degree and career ready while at the same time maintaining a positive attitude.

Gap Analysis

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

According to the grants, our goals have been on a constant incline. Over the past three year, TRIO has been successful in increasing student graduation rates (58% of the 2016-2017 cohort receiving a degree and/or certificate) while at the same increasing transfer rates (52% transfer rate of the same cohort mentioned before). Both MESA and TRIO are effective in helping students succeed in their coursework and be degree and transfer ready within 4 academic years.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2017**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

310

Full Time Faculty

0

Part Time Faculty

1

Full Time Staff

1

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

2. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

331

Full Time Faculty

0

Part Time Faculty

1

Full Time Staff

1

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. 2019

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

314

Full Time Faculty

0

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

1

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

4. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

5. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

6. How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

Percentages

Percentage Full to Part Time Faculty

Year:2017

FT = 0%
PT = 100.00%

Year:2018
FT = 0%
PT = 100.00%

Year:2019
FT = 0%
PT = 100.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The biggest impact will be the loss of the TRIO grant. This will leave about 170 economically disadvantaged and first-generation students with no direct support, which is needed. Currently, we are waiting on the RFA for MESA. If the campus is awarded a MESA renewal, then there will be a need for a full-time staff member, director and counselor to help keep the program numbers and success on an upward trend.

Additional Comments

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

Total Number of student contacts

298

Total allocated budget

359271.000

Total spending

280708.000

Total cost per student (Student Contact/ Total Spending)

941.97

- **2018 - 19**

Total Number of student contacts

322

Total allocated budget

329896.000

Total spending

329934.000

Total cost per student (Student Contact/ Total Spending)

1024.64

- **2017 - 18**

Total Number of student contacts

321

Total allocated budget

330686.000

Total spending

315697.000

Total cost per student (Student Contact/ Total Spending)

983.48

Year and Student count

Year:2017 Count:321

Year:2018 Count:322

Year:2019 Count:298

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

No

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

MESA and TRIO has partnered with the STEM division to continue guiding students down a pathway of success. MESA has partnered with the Community College Association of MESA Directors (CCAMD) to advocate for increased funding so the programs can help more students through completion in a STEM degree. We also plan to work with our local Rotary to help foster a community of service for our program student as well as campus programs like EOPS and Puente to further help students succeed.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (<http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php>), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

A threat is the state budget. With every grant cycle, MESA seems to be on the verge of being cut from the state budget. This last budget saw a state plan with no MESA, which was updated to include MESA at the end. Without a program like MESA, students from disadvantaged backgrounds will begin to fall through the cracks and student success will begin to drop. One plan is to work closely with the STEM grant and the campus to try to institutionalize MESA at Gavilan College. This will allow for a great program of success to continue impacting students of color at Gavilan College.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

We utilize and encourage the staff to take part in local and state professional development opportunities. Program counselors attend a few counseling conferences to keep up to date on transfer changes. The director takes part in an annual MESA Director's retreat and various MESA Director meetings to keep abreast of changes at the chancellor's office.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

There is a need for a full-time counselor and full-time program specialist. With the duties the director takes on across the campus, having a dedicated counselor for students allows MESA and TRIO to produce high numbers of persistence and student success. A full-time program specialist will allow students to see a familiar face while at the same time help the director and counselor keep in contact with the program students. Having a full-time counselor and program specialist would help the program keep in line with the campuses mission and goals.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Program staff has sat on hiring committees, from the VP for Student Services to the college President, in the past. Our program is willing to step in and continue to help the district hire faculty and staff that can help foster a culture of success for students of color at Gavilan College.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

N/A

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

N/A

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Increase student achievement**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

In line with the campus' strategic plan, MESA plans on helping student achieve through Academic Excellence Workshops, tutoring support and counseling services.

Proposed Activity to Achieve Goal**

In line with the campus' strategic plan, MESA plans on helping student achieve through Academic Excellence Workshops, tutoring support and counseling services.

Responsible Party

MESA Director, Counselor and Program Specialist

Fund amount requested. If a collaboration, what % required from each partner?

	MESA	Other Source
Full-time Counselor	25% (\$20,000)	75% (STEM-\$60,000)
Program Specialist	100% (\$52,000)	
Program Director	100% (\$83,750)	

Total Three Year Resource Allocation Request

467250

Timeline to Completion Month / Year

October 2022

How Will You Evaluate Whether You Achieved Your Goal

Evaluation will occur through semester reports on each individual student. This will include student success and education plan evaluation.

2. **Decrease the average number of units taken by a STEM student**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

This goal is tied to both the grant requirement and the strategic plan (2. Improve Efficiency).

Proposed Activity to Achieve Goal**

Creation and updating of student education plans in accordance with Guided Pathways

Responsible Party

MESA Director and MESA Counselor

Fund amount requested. If a collaboration, what % required from each partner?

	MESA	STEM
STEM Counseling	25% (\$20,000)	75% (\$60,000)
MESA Director	100% (\$83,750)	

Total Three Year Resource Allocation Request

103750

Timeline to Completion Month / Year

October 2022

How Will You Evaluate Whether You Achieved Your Goal

We will track student success and transfer readiness through evaluation of student education plans each semester.

3. **Increase the MESA course completion and graduation rates by 1.5%**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

This goal connects to both the grant requirement and the campus' strategic plan (4. Improve Equity).

Proposed Activity to Achieve Goal**

Continue to provide a dedicated MESA Study center as required by the MESA Grant and a safe space for underrepresented students as highlighted by research presented at the University of Utah and University of San Francisco

Responsible Party

MESA Director, STEM Counselor and Program Specialist

Fund amount requested. If a collaboration, what % required from each partner?

	MESA	STEM
MESA Director	100% (\$83,750)	
Program Counselor	25% (\$20,000)	75% (\$60,000)

Program Specialist	100% (\$52,000)	
--------------------	-----------------	--

Total Three Year Resource Allocation Request

467250

Timeline to Completion Month / Year

October 2020

How Will You Evaluate Whether You Achieved Your Goal

Evaluation will occur through student case management by evaluating overall course success on a semester by semester basis. There will also be an evaluation of each students education plan on a semester by semester basis with the program counselor.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Both of Gavilan College's MESA and TRIO Student Support Services Programs have been longstanding grants at Gavilan College. Over the past three years both programs have seen an increase in student persistence, student success and degrees/certificates awarded. Nevertheless, due to budget constraints, the TRIO SSS grant was not renewed. Our plan is to apply for a TRIO Upward Bounds grant that will help foster a pathway from the local high schools to Gavilan College within the first-generation and economically disadvantaged students.

The MESA grant is up for renewal this academic year. Over the next three years, if the MESA grant is renewed, the focus will be on guiding students down the campus' Guided Pathways model as well as helping to promote and foster a sense of community for first-generation and economically disadvantaged students.

Attach Files

Attached File

MESA -TRIO Student Success by Academic Year.pdf (/Form/Module/_DownloadFile/48/44788?fileId=66)