

De Anza College - Academic Services Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

Mathematics, Engineering, and Science Achievement (MESA) Program is designed to support **undeserved and underrepresented** students in Calculus-based **STEM majors** (Science, Technology, Engineering and Mathematics), who **plan to transfer** and continue their studies toward a four-year degree.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Aligned with the vision of De Anza Community College, the Mathematics Engineering Science Achievement Program (MESA) program is committed to improving student success and closing the achievement gap among underrepresented students through the use of innovative practices. MESA is beginning its second year at De Anza, currently serving a cohort of 105 students that are low-income and first-generation students all enrolled in Calculus-STEM based majors. The MESA Program is aligned with the vision of the college and follows these core values by providing the necessary resources for first generation and low income students to succeed in STEM.

Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

Goal title	Goal description	Responsible parties	Collaboration with	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
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.	Recruitment for incoming students will begin during Summer Bridge, where students learn about MESA, be engaged with STEM activities, and learn about all the resources needed to succeed in STEM. Once students are recruited into the program, the MESA program will design a learning community pathway where first year students will be taking STEM core courses and attend academic excellence workshops together. We will require students to meet with the program counselor in the first quarter to formulate an educational plan and enroll in the MESA STEM course cohorts.	MESA Director, MESA Counselor, MESA Program Coordinator	SSRS Team and Outreach office	By the end of the first academic year, all first year students would have completed at least one quarter of calculus. By the end of the first quarter all students part of MESA will have completed an educational plan. By the end of the year students would have attended two workshops on academic success and transfer requirements.	Using the program inquiry tool to measure student course completion and success. Using SARS to record comprehensive ed plans. Using Canvas to record and report attendance to events and activities.
Improve the academic performance of MESA students	The MESA Program at De Anza College will continue to improve the academic performance of MESA students by providing a cohort learning community model with embedded wrap-around services. In addition, workshops based on learning skills for academic success, embedded tutoring, supplemental instruction, and counseling will continue to be key factors contributing to academic performance.	MESA Director, MESA Counselor, MESA Program Coordinator	MPS Staff, STEM Faculty, Student Success Center	MESA students will have a higher rate of success in STEM core courses compared to non-MESA students. Disproportionately impacted students in MESA will perform equal to or better in MESA STEM Core classes compared to non-DI students that are not part of the MESA Program. Students will attend two workshops on academic success per year. Peer tutors will be hired, trained and placed into at least 12 STEM class sections. Students will have attended at least two academic excellence workshops per quarter.	Using MIS Data to track student courses success and retention via precision campus. Using SARS in the MESA Center for tracking attendance to academic Excellence Workshops.

Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

MESA is a new program that relies on state funds to persist at De Anza College. Funding is guaranteed till June 2027. At this time MESA has a full-time program coordinator and Full-time Counselor, both supported by the MESA grant.

B. Populations Served

Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

MESA program indirectly works with nearly 12 STEM faculty. The program supports instruction with embedded tutoring. Faculty meet weekly to discuss student successes and challenges as well as strategies on how to better assist underserved students. MESA is a new program and has no prior data to use for comparison.

Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

The MESA Program has one full-time counselor. The MESA Counselor/Coordinator provides leadership and program expertise in the implementation of the goals and objectives of the MESA Program. The counselor collaborates with the Director of the MESA STEM Program, the Dean of PSME, STEM faculty, other counselors, and MESA/PSME staff for the success of the students and program. The counselor takes the lead in recruiting students, on-boarding new students and following up with class counseling and advice. MESA is a new program and has no prior data to report on trends.

Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving students?
4. Provide details on the ways in which your department provides services to students.

The California Chancellor's office expects MESA to serve at least 120 students. De Anza is very close to reaching this goal and currently serves 105 students in MESA. All students belonging to MESA are low-income and first generation with the exception of 6 students approved by the Chancellor's office. MESA is a new program and will be included into precision campus to follow trends and success patterns in the next program review cycle.

Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving staff?

4. Provide details on the ways in which your department provides services to staff.

The MESA program has one full-time Program Coordinator. The MESA Program Coordinator assists with implementation of the goals and objectives of the MESA program. The program coordinator collaborates with the Director of STEM/MESA, the Dean of PSME, math faculty, other counselors, and staff for the success of students and programs. The coordinator oversees the MESA Center, assists with student/tutor recruitment and placement, monitors the MESA budget, works closely with faculty to monitor student progress, and assists with collecting data and grant reporting on the success of the program. In addition to the program coordinator and counselor, the MESA program supports 12 student tutors and 6 MESA Ambassadors. There is no data to compare prior years.

Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?
2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?
2. How do these strategies align with your program's mission and goals?

The MESA program is a grant funded program. Funding will continue till June 2027, at which time we will not be able to support the full-time counselor or program coordinator. At this time the program is supporting both these positions. In order to align with the mission of the program, to increase the rate of transfer for underserved STEM students, both a counselor and program coordinator are needed for recruitment, onboarding, and follow-up with students, specifically with counseling, tutoring, and workshops.

Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.
2. What strategies does your department have in place to increase or maintain current success rates?
3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?
4. How do student success outcomes align with your program's mission and goals, if applicable?

MESA is able to track students using MIS reporting. MESA is in the process of getting added to precision campus in order to follow-up with success trends, demographics, and retention rates. For the next program review cycle, the MESA program will be able to provide data on these parameters. Currently the program is providing wrap-around services to support student success rates and implementing new strategies to close equity gaps such as high touch counseling, embedded tutoring, and academic excellence workshops.

E. Assessment Cycle

Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?
3. How do these strategies align with the program's mission and goals.

At this time, the MESA Program has no AUO assessments on record. MESA AUO: Program will ensure students will have the tools needed to apply for a STEM internship. Program will ensure students will be able to complete calculus successfully within the first year. Program will ensure students will attend events and activities to further build their own STEM identity.

Dean/Manager Comments

MESA has been very impactful for our STEM students and they do various activities to both support and motivate our students. The change the program has made for our students is noticeable.

This report has been written very complete and detailed.

STOP. Do not submit. Please notify your dean/manager that your form is complete. They will submit the form once they have entered their comments above.

This form is completed and ready for acceptance.