COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview
Academic Year: 2025-2026
Originator : Esteban Talavera
Division: Division 20 - Science, Technology, Engineering, and Math
Department: MESA

II - CO-CONTRIBUTORS

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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation*.

1. 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).
   Gavilan College MESA advances the Gavilan College mission by expanding equitable access to STEM pathways and providing comprehensive, wraparound support that helps students of diverse backgrounds achieve academically, transfer, and connect learning to careers and community impact. MESA is an instructional-support program housed under the Office of Instruction and implemented through a statewide, research-informed model that includes a dedicated MESA Center, academic counseling, tutoring, Academic Excellence Workshops (AEWs), student clustering in key STEM courses, and coordinated outreach and recruitment (the 13 MESA Components).

   In direct support of the mission's focus on equity and inclusion, MESA recruits and serves students who have historically faced barriers to STEM transfer and uses clear eligibility indicators to prioritize students with financial and educational need (e.g., first-generation, need-based aid, foster youth, and other special circumstances as allowed). The MESA Center functions as a welcoming,

inclusive community space where students study, build peer networks, access tutoring and materials, and receive timely information on scholarships, internships, and transfer opportunities.

To promote *academic achievement and lifelong learning*, MESA integrates structured academic supports—such as Academic Excellence Workshops, study jams, and early progress monitoring—with semester-to-semester educational planning and transfer counseling to keep students on a clear calculus-based STEM pathway. Finally, MESA strengthens *transfer success and career advancement* through university connections, STEM student organizations, and business/industry engagement that expose students to professional pathways and meaningful community participation.

2. On the PIPR website, locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)
   In 2022-2023, no Comprehensive Program Review was submitted due to lack of staff support. Below are the goals and outcomes from the 2021-2022 annual program review:
   Goal 1: Decrease the average number of units taken by a STEM student
   - **Progress/Accomplishments: In 2024–25, MESA strengthened transfer-aligned planning to help reduce excess unit accumulation among STEM students (avg. 88.3 units at graduation and/or transfer). This was accomplished by emphasizing term-by-term Student Educational Plan (SEP) reviews and proactive counseling check-ins to keep students on the correct major/transfer pathway, and expanded targeted academic supports in high-unit STEM sequences (e.g., math/science clustering and workshops) to improve first-attempt course completion and reduce repeats/withdrawals.**

   Goal 2: Increase student success rates

   - **Progress/Accomplishments: MESA students had a success rate of 78% in fall 2020 and 71% in fall 2021. This drop in the success rate was due to the impact of the pandemic on first-generation, low-income students who struggled with online learning.**

   Goal 3: Increase the MESA course completion and graduation rates by 1.5%

   - **Progress/Accomplishments:**
3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
   As courses moved back to in-person delivery, MESA expanded students' access to high-quality online workshops and seminars through external partners, including MESASpace (UC Office of the President MESA program) and PremedCC (premedcc.org). These partner resources increased opportunities for academic skill-building, STEM enrichment, transfer readiness, and professional development—especially for students who needed flexible scheduling or could not attend every on-campus event due to work or family obligations. In parallel,

MESA increased intentional outreach and counseling-based check-ins focused on educational planning, course sequencing, and early intervention when students encountered barriers that could lead to withdrawals or repeated courses.

Overall, MESA's program changes emphasize equitable access, timely guidance, and consistent engagement. By combining on-campus support with partner-delivered online enrichment and structured student follow-up, MESA has improved students' connection to resources that promote persistence and successful progression through STEM coursework—supporting increased course completion and graduation outcomes.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the Program Review Data Matrix website .

1. **(Instructional Only)** Find your program's course success information. Consider your program 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?
   N/A
2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

   MESA students have consistently higher fall-to-fall retention than the general Gavilan College population over the past three years:

   - **Fall 2022: MESA 75% vs. General Population 45%**
   - **Fall 2023: MESA 63% vs. General Population 43%**
   - **Fall 2024: MESA 75% vs. General Population 42%**

   Across 2022–2025, the average MESA retention rate is 70%, compared with 43% collegewide—an average difference of 27 percentage points.

   It is also important to note that some students who initially entered MESA changed their major during this period and therefore became ineligible to remain in the program. While they may have exited MESA, many continued at Gavilan College and are included in the overall college retention rate for the general student population.

3. 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.

Compared to the college average, these rates are generally in line with what we would expect for MESA. MESA is designed to provide structured academic support, community, and proactive check-ins—all of which typically translate into stronger persistence—so seeing MESA retention consistently above the general population makes sense.

Yes—there are large gaps. Across Fall 2022–Fall 2024, MESA retention is higher every year, with gaps of:

- **Fall 2022: 75% vs. 45% (+30 points)**
- **Fall 2023: 63% vs. 43% (+20 points)**
- **Fall 2024: 75% vs. 42% (+33 points)**

The most surprising piece of the data is the dip in MESA retention in Fall 2023 (63%), followed by a rebound in Fall 2024 (75%). In contrast, the collegewide retention rate stays relatively flat (45% → 43% → 42%), suggesting the variability is more pronounced within MESA than in the general population.

Overall, the trend suggests:

- **MESA retention is consistently strong and substantially higher than the college average (about 27 percentage points higher on average).**
- **Collegewide retention is stable but low, with a slight downward trend across the three years.**
- **MESA outcomes may be sensitive to cohort factors (e.g., changes in staffing, participation levels, eligibility/major changes, or external barriers affecting STEM students), given the one-year drop and recovery.**

One important context note: some students may enter MESA and later change majors, making them ineligible to remain in the program. Those students can still be retained at Gavilan and would count in the general population retention rate, which may slightly narrow the apparent difference between MESA and collegewide persistence.

The following questions refer to data regarding student achievement. To access instructional program review data, go to the Program Review Data Matrix website.

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

N/A

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? (200 words or less)

From Fall 2022 through Summer 2025, MESA served 226 students. MESA participants performed **as well as or better** than students who did not use MESA services, based on course success rates across Fall 2022–Fall 2024.

- **Fall 2022:** MESA students had a **74%** success rate (298 successes out of 405 enrollments) vs. **70%** for non-MESA students (8,445/12,146).
- **Fall 2023:** MESA students had a **74%** success rate (391/527) vs. **67%** for non-MESA students (9,991/14,848).
- **Fall 2024:** MESA students had a **74%** success rate (388/522) vs. **70%** for non-MESA students (10,959/15,762).

Overall, across all three fall terms shown, MESA students maintained a consistent **74% success rate**, outperforming non-MESA students each year by **+4 points (Fall 2022), +7 points (Fall 2023), and +4 points (Fall 2024)**.[1]

5. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

    a. Over the past three years, MESA has supported student success and retention by creating consistent academic structure, proactive guidance, and strong connection to STEM pathways—especially for students balancing work, family responsibilities, and financial barriers. MESA provided **intentional, recurring counseling support** to keep students on track with educational plans and correct course sequencing, reducing delays caused by unnecessary coursework or missed prerequisites. We also offered **STEM enrichment and skill-building opportunities** such as academic/professional development workshops, transfer-focused seminars, and application support for internships and research. To expand access and flexibility, MESA connected students to **online workshops and seminars through partners** (e.g., UCOP MESA/MESASpace and PremedCC), helping students build study strategies, career awareness, and transfer readiness outside of scheduled campus hours. In addition, MESA fostered **community and belonging** through cohort-based engagement, peer networks, and STEM identity-building activities that encourage persistence in demanding STEM sequences. Together, these services helped students remain connected, informed, and supported from term to term, strengthening retention and successful progression through STEM courses.

6. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

[1] Enrollments and Success_Fall 2022 through Summer 2025 (20260209).pdf

Over the past three years, a key trend is that **MESA students consistently achieve higher course success** than non-MESA students, with the gap widening in periods when overall success declines—indicating that MESA support helps sustain persistence during more challenging terms.

To strengthen success and retention, MESA will implement initiatives that emphasize early intervention and targeted support at STEM bottlenecks. MESA will expand early-semester onboarding with required education-plan confirmation and course-sequencing checks. MESA will increase structured progress check-ins tied to timely referrals when students show risk indicators (missed assignments, low early exam scores, or disengagement) through GavConnect. MESA will also intensify persistence supports in high-unit, high-repeat STEM courses by coordinating with faculty, promoting study groups, and offering targeted skill-building workshops. MESA will continue expanding flexible access to online workshops and seminars through partners (e.g., UCOP MESA/MESASpace and PremedCC) to support students with work and family responsibilities who cannot attend every on-campus offering.

V - EQUITY

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

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?

   Equity data across 2022–25 indicates course success gaps for several groups, including Female students (-7 pts), Latinx students (-9 pts), Veterans (-9 pts), and Foster Youth (-11 pts) **compared to their respective comparison groups. Over the past three years, MESA has addressed these gaps by increasing** intentional outreach and recurring check-ins**, strengthening** education planning and correct course sequencing**, and expanding access to** online STEM workshops/seminars through partners **(e.g., UCOP MESA/MESASpace and PremedCC) to reduce access barriers for students balancing work, caregiving, and transportation constraints. We also emphasized** cohort connection and belonging **to support persistence in rigorous STEM pathways. Guided by the updated statewide framework for MESA under** Education Code sections 88680–88682 (SB 444, 2023) **and the new** Title 5 regulations (sections 56300–56304), effective October 18, 2025**, MESA will scale more** targeted, equity-responsive supports **(early-term STEM success check-ins, structured referrals, and mentoring/cohort supports**

focused on impacted groups) to reduce disproportionate impact and improve retention.[2]

2. **What has worked:** proactive contact, clearer academic pathway planning, and flexible partner-based enrichment that helps students stay engaged and transfer-focused.

   MESA's strongest results have come from high-frequency, high-structure touchpoints that keep students connected and moving through STEM milestones:

   - ***Proactive outreach and required check-ins:*** MESA's early-semester "welcome/goal-setting" contacts (MESA Student Success Conference), and mid-semester progress report check-ins to prevent students from drifting off their STEM sequence.
   - ***Education plan and course-sequencing support:*** MESA counseling support includes SEP updates focused on "next-right-course" decisions (e.g., correct math/chem/physics sequencing, avoiding unnecessary electives, planning around repeat/withdrawal risk).
   - ***Transfer-readiness events:*** CSU/UC transfer workshops, major-prep mapping sessions, application timeline support, and personal insight/statement or scholarship application guidance.
   - ***Career & STEM identity-building:*** STEM guest speakers, alumni/student panels, internship/research "how-to" sessions, and resume/LinkedIn workshops that keep students motivated and informed about next steps.
   - ***Flexible partner-based enrichment (especially for working students):*** participation in UCOP MESA/MESASpace online workshops and PremedCC seminars (e.g., pre-health pathways, application components, study strategies), giving students evening/weekend options when they can't attend on-campus events.
   - ***Multi-channel communication and accessible delivery***: To increase participation and ensure students receive timely information, MESA shares opportunities and key deadlines through multiple platforms, including the STEM/MESA website, a Canvas resource shell, social media, and direct outreach during in-person MESA Center engagement. When appropriate, workshops and information sessions are also offered via Zoom to support students with transportation, work schedules, or caregiving responsibilities.

   These strategies work because they combine relationship-based support with clear milestones (course progression, transfer steps, career preparation), which improves persistence for students balancing multiple responsibilities.

3. **What has not worked (yet):** equity gaps persist for students experiencing compounding barriers (basic needs insecurity, limited time, and reduced access to informal academic networks).

[2] Course Success with Equity Gaps (22-25 cohort) 20260209.pdf

Equity gaps persist for students experiencing **stacked barriers**—basic needs insecurity (housing/food), limited time due to work and caregiving, transportation challenges, and reduced access to informal "insider" academic networks. These barriers can limit students' ability to participate consistently, contribute to course interruptions (withdrawals/repeats), and slow progress through prerequisite-heavy STEM sequences. In addition, **MESA grant funds are designed primarily to support academic success and STEM pathway programming**, which means there is **limited flexibility to directly address many basic-needs and financial emergencies** that drive these barriers. As a result, even when MESA provides strong academic structure and enrichment, some students still need supports outside MESA's allowable scope to stabilize attendance, persistence, and course completion.

a. Click or tap here to enter text.

4. **(Instruction Only)** 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? 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
5. Our 2023 Equal Employment Opportunity (EEO) Plan States: *"Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."*
   What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(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.)*

   MESA supports Gavilan's EEO Plan goals by intentionally building a welcoming, inclusive STEM community where students—especially those historically underrepresented in STEM—have access to belonging, professional networks, and equitable opportunities to persist and transfer.

   Inclusive programming and campus climate

   - We sponsor and host panels that elevate diverse STEM experiences and provide visible role models, including the Women in STEM Panel, Alumni Panel, and SHPEtinas Panel. These events help students connect with mentors, learn "insider" pathway knowledge, and strengthen STEM identity and belonging.

- We invite STEM professionals to lead on-campus workshops (academic skill-building, career readiness, and major-specific preparation), creating access to professional learning that may otherwise be unavailable to first-generation and low-income students.

Equitable access to transfer and professional pathways

- We provide opportunities for students to visit STEM-focused universities, supporting informed transfer decisions and increasing students' confidence navigating four-year environments.
- We expand access to professional communities by supporting participation in conferences such as SHPE, SACNAS, GMiS, Pre-Health Conference, SUMMA, ERN, and related events that connect students to culturally affirming networks, graduate/professional pathways, and career exploration.

Partnerships and student leadership

- We partner with organizations that offer flexible online enrichment (e.g., UCOP MESA/MESASpace and PremedCC) to reduce barriers for students managing work, transportation, or caregiving responsibilities.
- We support STEM clubs by sponsoring events, meeting with club officers, assisting with recruitment, and sharing strategies for fundraising, which helps in strengthening student leadership and inclusive peer communities.

Removing barriers and instituting change

- After identifying barriers to participation (time, transportation, limited networks), we increased structured outreach, broadened access through partner programming, and expanded hands-on pathways through internships and research opportunities aligned with students' majors.

6. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?
   MESA will expand success opportunities for historically underserved students through proactive outreach, education planning, inclusive STEM events, club support, university visits, conferences, and internships/research, with referrals to basic-needs supports. We will address EEO outcomes by following district HR/EEO practices to ensure equitable, inclusive hiring.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
   Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?
   - **SAO 1: Academic Success (course completion in STEM).**
     MESA will achieve 75% or higher course success for MESA participants each academic year, with increased persistence through key STEM sequences (math/chem/physics/CIS).
   - **SAO 2: Educational Planning and On-Path Progression.**
     90% of active MESA students will complete/confirm an updated SEP/course sequence plan at least once per term (or annually, minimum) to stay aligned with major/transfer requirements.
   - **SAO 3: Transfer/Career Readiness.**
     70% of continuing MESA students will complete two or more transfer/career readiness activities per year (e.g., application/PIQ support, university visit, conference/workshop, resume/LinkedIn workshop, internship/research prep workshop).
   - **SAO 4: Engagement and Belonging (use of MESA supports).**
     80% of active MESA students will participate in at least one MESA event/service each term (workshop, panel, club engagement, counseling check-in, or partner seminar).

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

MESA's SAOs directly support Gavilan's Institutional Learning Outcomes by building students' academic skills, communication, civic/ethical awareness, and goal-directed persistence in STEM.

- **SAO 1: Academic Success (STEM course completion) supports ILO A (Think Critically & Creatively) by strengthening students' quantitative reasoning, problem-solving, and information literacy through rigorous STEM coursework and skill-building supports.**
- **SAO 2: Educational Planning and On-Path Progression supports ILO D (Cultivate Well-Being) by helping students construct and follow educational/career goals (SEPs, course sequencing, transfer timelines) and build self-management habits that promote persistence and long-term success.**
- **SAO 3: Transfer/Career Readiness supports ILO B (Communicate Effectively) through transfer and career preparation activities that require students to express ideas in writing and speaking (applications, personal statements, interviews, resumes/LinkedIn) and engage in purposeful communication with universities and professional networks. It also supports ILO D by advancing job readiness and career goal-setting.**
- **SAO 4: Engagement and Belonging (use of MESA supports) supports ILO C (Practice Social Responsibility) by fostering collaboration in cohorts, STEM clubs, and peer networks; promoting respect for diverse people and cultures through inclusive panels/events (e.g., Women in STEM, SHPEtinas, Alumni); and strengthening students' civic/professional identity and ethical engagement in STEM communities.**

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

   Yes—**we are meeting SAO success outcomes most strongly in academic progress and persistence**, with the clearest evidence in **SAO 1 (Academic Success/Course Completion)**. Over the past three years, MESA participants have maintained **consistently higher course success than non-participants**, indicating our core academic support and structured engagement are contributing to completion and retention.

Patterns that stand out are:

- **Consistency over time:** MESA course success remains steady across multiple terms, even when overall student success fluctuates.
- **Bigger impact during tougher periods:** The difference between MESA and non-MESA outcomes becomes more noticeable in terms when overall success dips—suggesting MESA functions as a stabilizing support system.
- **Equity gaps persist for some groups:** Despite overall positive outcomes, disproportionate impact remains for students facing stacked barriers (time, basic needs, limited academic networks), which can affect engagement and persistence.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. 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).
   N/A
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
   N/A
3. 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).
   N/A

IX - PROGRAM AND RESOURCE ANALYSIS

1. 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.
   Click Add Item to enter information for each year
   Select Year 1: 2023-2024
   Number of Full Time Faculty: MESA funds 40% of a Full Time Counselor
   Number of Part Time Faculty: 0
   Number of Full Time Classified Professional: 1 Sr. Program Specialist (MESA Lead)
   Number of Part Time Classified Professional or Student Worker: 5 student workers

Number of Full Time Manager, Confidential or Administrator: 0
Number of Part Time Manager, Confidential or Administrator: 0
Select Year 2: 2024-2025
Number of Full Time Faculty: MESA funds 40% of a Full Time Counselor
Number of Part Time Faculty: 0
Number of Full Time Classified Professional: 2 (1 - Sr. Program Specialist (MESA Lead) & 50% of a Career and Academic Pathway Specialist)
Number of Part Time Classified Professional or Student Worker: 7 student workers
Number of Full Time Manager, Confidential or Administrator: 0
Number of Part Time Manager, Confidential or Administrator: 0
Select Year 3: 2025-2026
Number of Full Time Faculty: MESA funds 50% of a Full Time Counselor
Number of Part Time Faculty: 1
Number of Full Time Classified Professional: 3 (1 – Sr. Program Specialist (MESA Lead) & 50% of a Career and Academic Pathway Specialist and 50% an Instructional Program Specialist)
Number of Part Time Classified Professional or Student Worker: 9 student workers
Number of Full Time Manager, Confidential or Administrator: 0
Number of Part Time Manager, Confidential or Administrator: 0

2. 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)

Over the past three years, MESA personnel capacity and workload have been directly influenced by grant commitments, grant-funded staffing, and the timing of staffing changes. When grant-funded positions and student worker/tutor hiring are stable, MESA can maintain consistent MESA Center coverage, tutoring/workshop scheduling, required student check-ins, outreach/recruitment, and timely documentation/reporting. When staffing is delayed or reduced (e.g., hiring gaps, short-term vacancies, changes in grant timelines or allowable spending windows), core functions shift to fewer individuals, increasing workload and creating bottlenecks in student follow-up, workshop delivery, and data/compliance tasks—especially during peak periods (start-of-term onboarding, midterm interventions, and spring transfer/conference cycles).

Looking ahead to the next three years, projected turnover or changes in grant commitments could affect service consistency by reducing capacity for student communications and follow-up, coordination of tutors/facilitators, and program operations. Any reduction in experienced staffing would likely decrease the frequency of proactive outreach and limit the program's ability to scale supports in high-need bottleneck STEM courses, potentially impacting persistence and retention outcomes. To mitigate risk, MESA will prioritize

cross-training, earlier hiring and onboarding of tutors/support staff, and clear coverage plans for critical functions (center operations, SEP verification, student communications, and reporting) so student services remain consistent even during personnel transitions.

3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. 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. Do this for the last three years.**
   Select Year 1: 2023-2024
   Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?109 students*
   Total Allocation (Irrespective of Funding Source): $429,423
   Funding Source **(select all that apply)**
   Unrestricted General Fund: ☐
   Grants & Categorical Programs: ☒
   Other Funds: ☒

   Total Spent (Irrespective of Funding Source): $286,702

   Select Year 2: 2024-2025
   Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?131 students*
   Total Allocation (Irrespective of Funding Source): $419,393
   Funding Source **(select all that apply)**
   Unrestricted General Fund: ☐
   Grants & Categorical Programs: ☒
   Other Funds: ☒

   Total Spent (Irrespective of Funding Source): $434,049

   Select Year 3: 2025-2026
   Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?126 students*
   Total Allocation (Irrespective of Funding Source): $410,656
   Funding Source **(select all that apply)**
   Unrestricted General Fund: ☐
   Grants & Categorical Programs: ☒
   Other Funds: ☐

   Total Spent (Irrespective of Funding Source): $357,571 (as of 2/12/2026)

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
   Over the last three years, MESA resources were used to deliver the core supports that drive persistence and completion in calculus-based STEM pathways: MESA Center operations, structured tutoring and study support (including workshops/Academic Excellence Workshops), proactive outreach and counseling-based check-ins tied to educational planning, and transfer/career readiness programming (university connections, workshops, and conferences). These investments increased consistent student touchpoints and reduced barriers that commonly lead to withdrawals or delayed progress in prerequisite-heavy STEM sequences.
   Program outcomes indicate these resources are effective. MESA served **109 students (2023–24)**, **131 students (2024–25)**, and **126 students (2025–26)** and has demonstrated stronger performance than the general student population in key measures of success and persistence (e.g., higher retention and consistent course success across recent fall terms). Overall, allocations supported student success by strengthening academic structure, increasing timely interventions, and expanding access to STEM learning opportunities and professional networks that support completion, graduation, and transfer.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)
   Overall, program costs are generally aligned with MESA's operational needs, with year-to-year variation driven by staffing, timing of services, and scheduled programming (e.g., tutoring/workshop ramp-up, onboarding, and conference/transfer cycles). In **2023–24**, total spending (**$286,702**) was below allocation (**$429,423**), which can reflect hiring timing, delayed purchases/encumbrances, or planned activities occurring later than expected. In **2024–25**, spending (**$434,049**) slightly exceeded the annual allocation (**$419,393**), due to timing differences across fiscal years, such as delayed classified staff hiring and increased program activity to meet student demand. In **2025–26**, spending is **$357,571 as of 2/12/2026**, with remaining funds expected to support spring programming, tutoring, and student activities. MESA's prior year allocations allowed for overspending in the 2024-25 fiscal year.
   To improve predictability and efficiency, MESA will continue monthly budget-to-actual reviews, align purchasing and travel timelines with district processes, and strengthen encumbrance planning.

XI - INTEGRATED PLANNING AND INITIATIVES

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

   MESA partners with multiple campus areas to strengthen STEM onboarding, persistence, and transfer outcomes through coordinated, equity-centered supports. Key collaborations include **STEM Counseling** to align STEM maps with semester-by- semester Student Educational Plans (SEPs) and ensure "next-right-course" sequencing in prerequisite-heavy pathways. MESA also partners with the **Transfer Center** to deliver UC/CSU transfer readiness programming (application timelines, PIQs, major preparation, and university connections) and with **Financial Aid** to support completion of aid requirements that reduce financial barriers to persistence.

   To address retention barriers and provide wraparound support, MESA coordinates referrals and joint outreach with student support programs such as **the Welcome Center, AEC, and campus basic needs resources**, emphasizing warm handoffs when students face barriers that impact attendance and course completion. MESA also collaborates with **STEM faculty and STEM student clubs** to support engagement, tutoring/study groups, and targeted supports in bottleneck courses.

   Over the next three years, MESA and partners will focus on: (1) scaling early-term onboarding and SEP confirmation, (2) expanding structured academic supports in bottleneck STEM sequences, and (3) increasing transfer and professional growth opportunities through internships/research preparation, university/industry engagement, and conferences.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

An ongoing opportunity is the growing availability of partner-based STEM enrichment and virtual programming that expands access for students who work, commute long distances, or have caregiving responsibilities. MESA can leverage these modalities to increase participation without requiring additional campus travel. A key challenge is that prerequisite-heavy STEM sequences amplify the impact of any disruption (work hours, transportation, basic needs instability), which can lead to course withdrawal/repeat and delayed transfer.
Over the next three years, MESA will prioritize: (1) scaling early onboarding with SEP confirmation and "next-right-course" sequencing, (2) expanding structured academic supports in bottleneck STEM courses (tutoring/study groups/workshops), and (3) strengthening transfer and career readiness through university exposure, applications support, and internship/research preparation—while coordinating with campus partners for basic-needs and comprehensive supports.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
MESA will maintain hybrid and online-accessible workshops, seminars, and advising touchpoints that increase flexibility for working and caregiving students. Partner programming and recorded resources extend STEM skill-building and transfer readiness beyond campus hours, while online communications and scheduled virtual check-ins support consistent engagement between in-person visits.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
Key issues likely to persist include basic needs insecurity, time poverty due to work/caregiving, transportation/commute barriers, and limited access to informal academic networks that support STEM success. These factors can reduce participation consistency and increase course withdrawal and course repeats. Addressing them requires coordinated referrals and campus partnerships, plus MESA's continued use of structured academic supports and proactive outreach to keep students connected to milestones and resources.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a rubric based on two main criteria: the alignment of the goal with the college's mission statement, strategic plan, and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion

(grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester.**

- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester.**
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** Goal 1 — Increase Entry into Calculus-Based STEM Pathways
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **STEM SAO 1: Increase the number of students pursuing calculus-based STEM degrees.**[3]
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: MESA's mission emphasizes supporting students in rigorous STEM pathways through structured guidance and academic/career preparation. Increasing the number of students who enter and remain on a calculus-based track supports Gavilan's strategic focus on completion/transfer and equity by building clear, supported pathways into high-unit STEM majors and reducing loss of momentum due to mis-sequencing or lack of pathway clarity.
- Proposed Activity to Achieve Goal: Targeted outreach and onboarding for calculus-based majors; required early-term education plan/sequence verification; "Next Right Course" workshops (Math/Physics/Chem sequence planning); proactive follow-up for students not yet enrolled in the next math course.
- Responsible Party (One Sentence limit): MESA Program Director and MESA Counseling faculty, in coordination with STEM faculty.
- Timeline to Completion: Semester/Year: Spring 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Compare the number of active MESA students meeting the calculus-based pathway definition each year to the 2024–25 baseline and the 10% growth target. Track math sequence progression (e.g., completion of the next course in sequence) term to term.

[3] Division-Office,-STEM---2024-25-Comprehensive-Program-Review 24-25).pdf

- **Goal (*One Sentence Limit*):** Goal 2 — Improve Retention, Persistence, and Transfer Momentum for STEM Students
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **STEM SAO 2: Increase STEM students' retention, persistence, graduation, and transfer rates.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Over Fall 2022–Fall 2024, MESA retention (75%, 63%, 75%) consistently exceeded the general population (45%, 43%, 42%), demonstrating the impact of structured supports and community; however, the dip in Fall 2023 suggests outcomes can fluctuate based on cohort conditions and participation intensity. Strengthening consistent, equity-centered supports and early intervention aligns with Gavilan's goals for student success and inclusive support systems, while directly advancing the STEM service area focus on persistence and transfer.
- Proposed Activity to Achieve Goal: Implement required early-semester check-ins; mid-semester progress checks with targeted outreach for at-risk students; expand structured tutoring/study groups for bottleneck courses (Study Jams, Power Hours hosted by faculty, expanded tutoring services); strengthen warm handoffs to campus supports (El Centro, Puente, EOPS, Welcome Center, financial aid) to reduce barriers that affect persistence.
- Responsible Party (One Sentence limit): MESA Program Director, MESA Program Specialist, and MESA counselors.
- Timeline to Completion: Semester/Year: Spring 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Track fall-to-fall retention and term-to-term persistence for active MESA students annually via Precision Campus and Gavilan Research Office and compare results to campus baseline and targets. Review persistence by key student groups to ensure equitable impact and identify where added interventions are needed.

- **Goal (*One Sentence Limit*):** Goal 3 — Expand Professional Growth and Career Readiness Programming
- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **STEM SAO 3: Identify and provide programming and resources to support STEM students' professional growth.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: MESA's mission includes developing STEM identity and readiness for transfer and careers through targeted programming and experiential opportunities. Increasing participation in professional growth activities, such as STEM internships

and industry on-site visits, supports Gavilan's innovation/workforce readiness goal by preparing students with transferable skills and clearer pathways into internships, research, and transfer destinations.

- Proposed Activity to Achieve Goal: Offer a structured annual series (career readiness + transfer timeline); host research/internship information sessions and application labs; provide resume/LinkedIn/interview workshops; facilitate conferences/university visits and alumni/professional panels.
- Responsible Party (One Sentence limit): MESA Program Director in partnership with Gavilan's Transfer Center, STEM counseling, STEM faculty, STEM Career and Academic Pathway Specialist and Gavilan's STEM/MESA Industry Board.
- Timeline to Completion: Semester/Year: Spring 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Use sign-ins/tracking to calculate the percent of continuing students completing 2+ professional growth activities each year and compare to the 70% target. Monitor related indicators (internship/research applications, transfer applications, student reflections/surveys) as available.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): ***MESA Tutoring / Study Groups / AEW-Style Support Expansion***
2. Request amount: $95,000/year (includes burdens & benefits)
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above)Goal 2 (Retention/Persistence) + Goal 1 (Calculus-based pathway progression)*
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty☐
- Faculty Special Assignment or Reassigned Time☐
- Full-Time Classified Professional☐
- Part-Time Classified Professional or Student Worker☒
- Full-Time Manager, Supervisor, Confidential☐
- Part-Time Manager, Supervisor, Confidential☐
- Professional Experts☒

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*
   Which of the following best describes your requests?
   Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership
8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
   To improve persistence and course success in calculus-based STEM pathways, MESA requests ongoing funding to expand structured academic supports (tutoring, facilitated study groups, and Academic Excellence Workshop (AEW)-style sessions) in bottleneck courses such as the calculus sequence, chemistry, biology, physics, and computer science. These supports are core to MESA's student-centered model and directly contribute to retention and on-path progression by reducing course withdrawals/repeats and helping students maintain momentum through prerequisite-heavy sequences. Funding will support hiring, training, scheduling, and supervision of peer tutors/facilitators and/or professional experts, as needed to ensure coverage during peak demand (pre-exam weeks, evenings, and high-enrollment periods).
   This request aligns with Gavilan's **Student Success, Completion, and Transfer** strategic goal and supports **STEM Service Area Outcome 2** (increase retention/persistence/transfer) while reinforcing **STEM Service Area Outcome 1** by keeping students moving forward in the calculus-based track through consistent academic support. Success will be evaluated by participation counts, persistence term-to-term, and first-attempt course success in targeted bottleneck courses.

1. Request Name (short title): ***Calculus-Based Pathway Onboarding & SEP/Course Sequencing Support***
2. Request amount: $105,000 (includes burdens & benefits)
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above)Goal 1 (Increase calculus-based STEM participation) + Goal 2 (Retention/Persistence)*
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty☐
- Faculty Special Assignment or Reassigned Time☐
- Full-Time Classified Professional☐
- Part-Time Classified Professional or Student Worker☒
- Full-Time Manager, Supervisor, Confidential☐
- Part-Time Manager, Supervisor, Confidential☐
- Professional Experts☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those <u>not ranked</u>. The requests not ranked include Safety, Compliance, Personnel, and Position.*
   Which of the following best describes your requests?
   Personnel and Position: Requests that involve hiring, staffing, or reclassifying

full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
   MESA requests ongoing full-time program specialist support to strengthen onboarding, term-by-term SEP confirmation, and "next-right-course" sequencing for calculus-based STEM majors. This support will increase MESA's capacity to complete required student touchpoints (orientation/onboarding, SEP verification, and follow-up with students at risk of mis-sequencing), which is essential for increasing the number of students who successfully enter and remain in calculus-based programs. Duties include scheduling and tracking required appointments, supporting student communications, coordinating workshop logistics, maintaining participation documentation, and ensuring timely follow-up for students who miss key registration milestones.
   This request aligns with Gavilan's **Student Success, Completion, and Transfer** strategic goal and supports **STEM Service Area Outcome 1** by increasing the number of students pursuing calculus-based degrees through structured onboarding and sequencing guidance. It also supports **STEM Service Area Outcome 2** by reducing stop-outs tied to missed prerequisites or unclear course plans.
   Evaluation will include the number of active MESA students on a calculus-based pathway (declared major + math sequence enrollment), SEP confirmation completion rates each term, and subsequent enrollment in the next course in sequence.

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9. Request Name (short title): ***ASEM Student Support and Engagement Fund (Non-MESA Categorical)***
10. Request amount: $60,000/year
11. Type of Request: Non-Personnel
12. Alignment to Goal(s) in section XIII (*enter goal from above)Goal 1 (Increase calculus-based STEM participation) + Goal 2 (Retention/Persistence) + Goal 3 (Professional Growth)*
13. Is this a one-time or ongoing expense? Ongoing
14. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty☐
- Faculty Special Assignment or Reassigned Time☐

- Full-Time Classified Professional☐
- Part-Time Classified Professional or Student Worker☐
- Full-Time Manager, Supervisor, Confidential☐
- Part-Time Manager, Supervisor, Confidential☐
- Professional Experts☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☒
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☒
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☒

15. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*
    Which of the following best describes your requests? Ranked
    Choose an item.
16. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

MESA serves both MESA and ASEM students, and ASEM students benefit from many of the same pathway-building and professional development opportunities that support persistence in calculus-based STEM majors. However, because MESA categorical funding is intended to prioritize services and supports for fully MESA-eligible students, Gavilan should maintain a separate non-personnel resource pool to ensure ASEM students can access key success resources without creating compliance risk.

This request funds **non-personnel, student-facing resources** that directly support academic progress and professional growth, including: **conference registration and student travel support (as allowable), one-time access codes for STEM learning platforms, exam preparation tools, required course software, STEM workshop materials, printing/portfolio supplies, and other short-term instructional support items** that remove barriers to participation and skill development. These resources help

ASEM students remain engaged in STEM coursework, stay on track in prerequisite sequences, and participate in experiences that build transfer and career readiness.

Funding will be prioritized for ASEM students who demonstrate need related to academic participation barriers (e.g., required course software/access codes, essential learning tools) and for activities tied to measurable outcomes such as persistence, course success in bottleneck sequences, and completion of professional growth milestones.

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9. Request Name (short title): Professional Growth Programming & Student Conference Support
10. Request amount: $65,000
11. Type of Request: Non-Personnel
12. Alignment to Goal(s) in section XIII (*enter goal from above)Goal 3 (Professional growth activities)*
13. Is this a one-time or ongoing expense? Ongoing
14. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty☐
- Faculty Special Assignment or Reassigned Time☐
- Full-Time Classified Professional☐
- Part-Time Classified Professional or Student Worker☐
- Full-Time Manager, Supervisor, Confidential☐
- Part-Time Manager, Supervisor, Confidential☐
- Professional Experts☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☒

- Travel and Conference ☒
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☒

15. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*
    Which of the following best describes your requests? N/A
    Choose an item.
16. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
    MESA requests ongoing support for professional growth programming that increases students' readiness for transfer, internships, and STEM careers. Funds will support structured career/transfer workshops (resume/LinkedIn, internship/research applications, interview preparation), industry/university engagement activities, and student participation in conferences or STEM convenings that provide exposure, mentoring, and pathways information. These experiences are particularly important for students who may not otherwise have access to professional networks or STEM identity-building opportunities.
    This request aligns with Gavilan's **Academic Program Innovation and Development** strategic goal by preparing students with the skills and knowledge needed for an evolving job market, and it supports **STEM Service Area Outcome 3** (programming/resources for professional growth). It also reinforces **Student Success, Completion, and Transfer** by strengthening motivation, goal clarity, and transfer momentum.
    Evaluation will track the percentage of continuing MESA students completing **two or more** professional growth activities per academic year, participation counts by activity type, and student self-reported gains (short post-activity reflections/surveys). Where available, we will also monitor related indicators such as internship/research applications submitted and transfer application milestones.

XV - 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? Yes.
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. Over the past three years, MESA has consistently demonstrated higher retention than the college average. Fall-to-fall retention for MESA students was **75% (Fall 2022), 63% (Fall 2023), and 75% (Fall 2024)** compared to the general population at **45%, 43%, and 42%**, respectively—an average difference of **27 percentage points**. These outcomes reflect the impact of high-touch, structured supports (center-based engagement, tutoring/study support, progress check-ins, education planning, and transfer/career readiness activities). Additional classified professional support and/or faculty coordination capacity would increase MESA's ability to (1) provide consistent onboarding and required student touchpoints each term, (2) expand tutoring and workshop coverage for bottleneck STEM courses, (3) improve tracking, communication, and follow-up for students at risk of stopping out, and (4) maintain timely program documentation and reporting. Strengthening staffing capacity directly supports Gavilan's **Student Success, Completion, and Transfer** strategic goal by increasing persistence and progress in calculus-based STEM pathways, and supports **Equity, Access, and Inclusion** by ensuring students facing barriers receive proactive outreach and timely referrals.

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? MESA supports the District's efforts by fostering an equity-minded, student-centered culture and providing structured professional learning for those who work with STEM students. This includes sharing promising practices related to culturally responsive engagement, persistence strategies for students in rigorous STEM sequences, and consistent use of referrals and "warm handoffs" to campus support services. MESA also strengthens employee retention by creating opportunities for collaboration across counseling, STEM faculty, and student services partners, which builds shared ownership of student success. In addition, MESA leverages speakers, alumni, and industry/university partners to broaden representation of STEM identities and professional pathways, helping staff and faculty better understand student experiences and barriers. When participating in hiring or onboarding processes, MESA advocates for inclusive practices and emphasizes the importance of communication, belonging, and holistic support for students balancing work, family responsibilities, transportation challenges, and basic needs—factors that often influence persistence in STEM.
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? In addition to the outcomes already discussed, MESA

has maintained a strong student engagement model centered on consistent participation opportunities, including tutoring/study support, internships, workshops, and transfer/career readiness activities. The program has sustained a dedicated space that supports study habits, peer connection, and timely access to information and referrals. MESA also continues to serve both **MESA** and **ASEM** students and has worked to provide pathway-building opportunities that support persistence in calculus-based STEM majors, while maintaining attention to categorical compliance and appropriate use of program resources.

5. 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. Recommendations for improving the PIPR process include: **Provide clearer prompts/examples** for student support programs (non-instructional areas), especially for sections that request "instructional" style metrics.

XVI - 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 program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Gavilan College MESA continues to demonstrate strong impact on STEM student success and persistence through high-structure, relationship-based supports aligned with the statewide MESA model. From Fall 2022–Fall 2024, MESA students maintained a consistent **74% course success rate**, outperforming non-MESA students each year, and served **226 students** from Fall 2022 through Summer 2025. MESA retention also substantially exceeded the college average: **75% (Fall 2022), 63% (Fall 2023), and 75% (Fall 2024)** compared to **45%, 43%, and 42%** for the general population—an average **27-point** advantage. A notable trend is the dip in MESA retention in Fall 2023 followed by a rebound in Fall 2024, suggesting outcomes are sensitive to cohort conditions and the intensity/consistency of engagement.

Equity-focused efforts over the past three years emphasized proactive outreach, recurring check-ins, Student Educational Plan(SEP)/course-sequencing support, and expanded access to flexible partner-based enrichment (e.g., UCOP MESA/MESASpace, San Jose State's Engineering Deparmtnet and PremedCC), while

coordinating referrals to campus supports to address barriers that affect persistence.

Over the next three years (through **Spring 2028**), MESA will focus on three goals aligned with Gavilan's Strategic Goals and the STEM Service Area Outcomes: **(1)** increase the number of students pursuing **calculus-based STEM degrees** by strengthening onboarding, SEP verification, and "next-right-course" sequencing; **(2)** improve **retention, persistence, graduation, and transfer momentum** through required check-ins, targeted progress monitoring, and expanded tutoring/study supports in bottleneck STEM courses; and **(3)** expand **professional growth and career readiness** by increasing participation in internships/research preparation, career workshops, university/industry engagement, and STEM conferences. Resource requests prioritize staffing and non-personnel supports needed to scale these interventions, including dedicated support for ASEM students through non-MESA funding to ensure compliance and equitable access to key success resources.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.

- MESA Program Components

PRECISION CAMPUS LINKS

Enrollments and Success_Fall 2022 through Summer 2025 (20260209).pdf

Course Success with Equity Gaps (22-25 cohort) 20260209.pdf

STEM_Program Review Data Sheet.pdf

Division-Office,-STEM---2024-25-Comprehensive-Program-Review 24-25).pdf