Program Review Update 2025

Program: MESA Scholars Program - Learning Community

Division: STEM

Writer(s): Jason M. Maxwell

SLO/SAO Point-Person: Jason M. Maxwell

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

★ Tools for Writers - with contacts and info for help with specific sections.
★ Program Review Glossary - defines key terms you can review when writing.
★ Discipline Data Packets – institutional research about disciplines and student services
★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

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1. Please describe your program's most important **achievements** in year 24-25.

- In November 2024, Las Positas College hired its second full-time MESA Program Coordinator following resignation of the program's initial coordinator and the service of an interim coordinator. The hiring restored stable, full-time leadership for the program, strengthening continuity and coordination across college and industry partnerships. This transition ensured consistent support for MESA students, faculty collaborators, and institutional reporting requirements.
- MESA grew from 33 students in Fall 2024 to 64 students in Spring 2025, a 94% increase in participation among calculus-based STEM majors. The program provided discipline-specific tutoring in Biology, Chemistry, Calculus, Computer Science, Engineering, and Physics to address retention and success gaps for Latine, Black, and low-income students.
- MESA organized transfer site visits to UC Davis, UC Merced, San José State University, and CSU East Bay, connecting students with university MESA Centers, faculty, and advisors. These activities helped first-generation and low-income students clarify major requirements and strengthen academic and transfer planning.
- In partnership with the Career Center and i-GATE Innovation Hub, MESA co-hosted an Internship Information Session attended by over 100 students and resulting in six confirmed internships for LPC students. The event braided college and industry resources to prepare students for STEM research and technical careers.
- MESA launched the *Scientist Spotlight Speaker Series*, showcasing diverse STEM professionals and alumni whose stories reflected the experiences of first-generation and students from historically excluded communities. These events affirmed STEM identity, increased student engagement, and reinforced a sense of belonging amongst students.

- MESA deepened collaboration with industry partners including Lawrence Livermore National Laboratory (LLNL), Topcon Positioning Systems, Tempus AI, and i-GATE Innovation Hub to strengthen students' connections with industry, provide access to mentorship and internships, and help students translate classroom learning into real-world STEM applications.

2. Please describe your most important **challenges** in year 24-25.

- With limited staffing, MESA's ability to expand services, engage in community outreach, maintain data reporting, and deepen student engagement remains limited. While the hiring of a full-time MESA Program Coordinator in November 2024 restored stability, the wide range of program functions and responsibilities, including student recruitment, fiscal oversight, reporting, tutoring coordination, partnership/industry engagement, and day-to-day MESA Student Center operations, continues to exceed available staffing support. This constraint impacts the program's capacity to scale activities and sustain consistent communication with all students in cohort.
- MESA Student Center frequently reaches capacity during peak hours (n=25), limiting access to tutoring, study space, and mentoring. The Center's location, which is physically separated from the core STEM classrooms and laboratories, reduces spontaneous faculty interaction and student drop-in usage between classes. This separation hinders full integration of academic support and community-building opportunities that are essential for persistence in STEM.
- Though the campus is engaged in conversations regarding tracking student data, one of MESA's primary challenges is the lack of dedicated software to track and report student data required for state-level MESA reporting. Currently, data collection and reporting process are completed manually through spreadsheets and non-interconnected internal databases, which makes the process time-consuming and prone to inconsistencies. Implementing a unified software system designed for MESA program management would streamline compliance with reporting requirements from the Chancellor's Office for NOVA, Vision Aligned Reporting (VAR), Alchemer, and internal reporting for Program Review, thereby improving accuracy, efficiency, and accessibility while freeing valuable staff time for direct student engagement and program development.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- The 2024–25 academic year marked the first formal Program Review for the Mathematics, Engineering, Science Achievement (MESA) Scholars Program at Las Positas College. Accordingly, this year focused on establishing baseline Service Area Outcomes (SAOs) and developing sustainable methods for assessment, data collection, and reporting.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Strengthen Academic Support and Peer Learning
    - MESA will expand tutoring and peer-led learning opportunities by clustering students within key STEM gateway courses and piloting Academic Excellence Workshops (AEWs) in chemistry, computer science, and math to strengthen peer learning, increase course success rates, and build academic confidence among students from historically excluded communities.

- Develop a Structured Internship and Research Pipeline

  MESA will formalize its collaboration with the Career Center, i-GATE Innovation Hub, and local industry partners to establish a recurring STEM Internship Pipeline. This structure will help students gain early exposure to research and technical careers while addressing workforce equity gaps in regional STEM industries.

- Expand Transfer and Career Readiness Programming

  The program will deepen partnerships with UC Davis, San José State University, and CSU East Bay and more to strengthen the MESA-to-MESA transfer pipeline. Plans include hosting an annual Transfer Student Panel featuring MESA alumni and continuing the *Scientist Spotlight Speaker Series* to connect current students with diverse professionals and role models in STEM.

- Improve Program Visibility and Outreach

  MESA will continue expanding outreach to eligible STEM students through classroom visits, collaborations with faculty, special programs, and learning communities, as well as elementary and high school engagement. In partnership with the Office of Institutional Research, MESA will identify and recruit eligible students early in their academic journey. The program will also implement targeted marketing campaigns that highlight MESA's impact on transfer, career readiness, and equity for students from historically excluded communities in STEM.

<u>CTE REPORT (CTE DISCIPLINES ONLY)</u>

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

 LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.