2026-27 Comprehensive Program Review

Program: MESA Scholars Program

Division: STEM

Writers: Jason M. Maxwell

SLO/SAO Point-Person: Jason M. Maxwell

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- **Program Growth and Student Engagement:** MESA continued to experience significant growth during the 2025–2026 academic year. According to the Office of Research, Planning, and Institutional Effectiveness (RPIE), MESA served 70 students in Fall 2025 and 84 students in Spring 2026, representing increases of approximately 119% and 65%, respectively, compared with the corresponding semesters of the previous academic year. Internal MESA reporting records identified 74 students in Fall 2025, reflecting differences in reported MIS data. This continued growth demonstrates the program's expanding reach among students pursuing calculus-based STEM majors and transfer pathways.
- **University Transfer Experiences and Academic Enrichment:** In Fall 2025, MESA collaborated with Umoja and Movement API to braid program funds and coordinate a Southern California university tour visiting five campuses: Cal Poly San Luis Obispo, UC Santa Barbara, CSU Northridge, UC Riverside, and UC Irvine. In Spring 2026, students visited UC Santa Cruz, CSU Monterey Bay, and Stanford University, including a visit to the Deisseroth Laboratory, which conducts groundbreaking research and whose principal investigator, Dr. Karl Deisseroth, was subsequently awarded the 2026 Nobel Prize in Physiology or Medicine for pioneering discoveries in optogenetics. Additionally, MESA partnered with the BioNIC and SAMP student clubs to bring 25 students to the UC Davis Pre-Health Conference. Collectively, these experiences expanded students' exposure to university transfer pathways, cutting-edge research, professional development, and academic communities beyond Las Positas College.

- **Internship Opportunities and Workforce Development:** MESA continued strengthening partnerships with universities, national laboratories, and industry organizations to connect students with meaningful research and professional opportunities. MESA students secured internships with Lawrence Livermore National Laboratory (LLNL), University of Nebraska, and Stanford University's Cardiovascular Institute. Additionally, in partnership with the Career Center and industry partner I-GATE, MESA co-hosted *Launch Your Career – Tri-Valley Startups* on March 25, 2026. The event featured more than 10 startups and approximately 50 student sign-ins, providing opportunities for students to network with industry professionals, explore internships, and learn about careers within the region's innovation and technology sectors.
- **Scientist Spotlight Speaker Series:** MESA continued expanding its Scientist Spotlight Speaker Series, connecting students with scientists, engineers, researchers, and professionals representing diverse academic and career pathways. Featured speakers included Alain Fauquex, a doctoral student at UC Berkeley; Dr. Dani MacArthur, Geology faculty at Las Positas College; Brian Lininger, Senior Technical Architect at Veeva Systems; Ferch Sanchez Lopez, a computer engineer and UndocuScholar; and Wendy Wenderski, a postdoctoral fellow in Stanford University's Deisseroth Laboratory studying optogenetics. These events provided students with opportunities to learn about different STEM careers, engage with professionals from varied educational backgrounds, and develop a stronger sense of belonging and representation in STEM.
- **Earth Science Day and Community Engagement:** MESA in collaboration with the Geology-Geography department and Caring Campus, co-hosted its inaugural Earth Science Day in Fall 2025, attracting more than 200 students and bringing together regional organizations committed to environmental science, conservation, sustainability, and community education. Participating organizations include East Bay Regional Park District, Topcon Positioning Systems, Quest Science Center, Livermore Sanitation, Zone 7 Water Agency, Living Arroyos, and Livermore Area Recreation and Park District, among others. The event provided students with opportunities to engage with environmental professionals, explore STEM-related career pathways, and better understand regional environmental challenges and sustainability initiatives.
- **MESA Transfer Conference and Student Achievement:** LPC accompanied three students to the inaugural MESA Transfer Conference, hosted by Santa Rosa Junior College's MESA Scholars Program. The conference brought together MESA students from across California for workshops focused on university transfer preparation, career readiness, networking, and academic success. One Las Positas College MESA Scholar received the conference's $1,000 grand-prize scholarship, highlighting student achievement and the opportunities created through statewide MESA collaboration.

2. Please describe your most important **challenges** in year 25-26

- **Program Staffing and Administrative Capacity:** MESA continues to operate with one full-time classified professional responsible for recruitment, tutoring, grant oversight, reporting, partnerships, student travel, outreach, and Center operations. Growing participation and expanding responsibilities limit opportunities for individualized student support and program development.
- **Student Recruitment and Outreach Capacity:** MESA collaborated with the RPIE to identify more than 400 potentially eligible students. However, email recruitment efforts resulted in a response rate of less than 5%, highlighting the limitations of relying primarily on electronic outreach. Follow-up with one full-time Program Coordinator with each prospective student is not feasible. This presents a significant challenge to expand program participation and ensuring eligible students, particularly those from historically excluded communities, have access to MESA's opportunities and resources.
- **MESA Student Center Capacity and Location:** The MESA Student Center continues to face limitations in accommodating the program's growing student population. With an approximate capacity of 25 students, the Center can become crowded during peak hours, limiting space for tutoring, collaborative study sessions, workshops, and student engagement. Additionally, the Center's physical separation from the primary STEM classrooms, laboratories create barriers to access between classes and opportunities for informal faculty-student interactions. As MESA enrollment increases, adequate and accessible space is becoming increasingly important.
- **Access to Student Information:** Several data-access requests were not approved without an explanation; another remains pending amid ITS capacity constraints. Without timely, appropriately authorized access to schedules, enrollment, and academic progress, MESA cannot reliably schedule Academic Excellence Workshops or proactively identify students needing early intervention. Student availability surveys provide only partial information.

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

- **Research Internships:** Implement the approved UC Merced internship agreement, develop two proposed LLNL research internships, and explore one potential Stanford opportunity. Prioritize access to paid, mentored research for students with limited professional networks.
- **Project-Based Learning:** Build on the Altamont Bio collaboration by creating additional hands-on projects with regional biotechnology, engineering, and technology partners that connect STEM coursework with industry practice.
- **Academic Support:** Expand discipline-specific tutoring and pilot Academic Excellence Workshops in gateway Chemistry, Mathematics, and Computer Science courses. Collaborate with faculty and seek appropriate scheduling data to improve participation and timely intervention.
- **Recruitment and Equity:** Work with RPIE, faculty, learning communities, and schools to reach eligible students through classroom visits, referrals, and individualized outreach beyond mass emails.

- **Transfer and Career Preparation:** Continue university visits, STEM conferences, the Scientist Spotlight Speaker Series, and partnerships with university MESA programs to expand transfer knowledge, mentoring, and career exposure.
- **Assessment and Sustainability:** Establish measurable Service Area Outcomes (SAOs), improve participation and student-progress tracking, and explore staffing and MESA Center improvements to sustain access as the program grows.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *N/A*

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *N/A*

3. Explain potential plans to improve student outcomes and close equity gaps.

- *N/A*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *N/A*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- **Program Growth:** MESA experienced substantial growth, with institutional headcount increasing from 32 students in Fall 2024 to 70 in Fall 2025 (119%), and from 51 in Spring 2025 to 84 in Spring 2026 (65%). Corresponding course enrollments increased from 121 to 273 in fall and from 195 to 305 in spring.
- **Academic Performance**: MESA students maintained relatively consistent course success rates of 81% in Fall 2025 and 77% in Spring 2026, compared with 80% and 76% in the preceding academic year. These figures reflect students' college-wide coursework.
- **Enrollment and Transfer Goals**: Approximately 86% of MESA students enrolled in 12 or more units in Fall 2025, increasing to 88% in Spring 2026. Additionally, 99% and 93% identified transfer as their educational goal, respectively.
- **Data-Informed Planning**: Differences between institutional MIS and internal MESA reporting highlight opportunities to improve data consistency. Access to timely student enrollment and academic performance information would strengthen early intervention, tutoring coordination, Academic Excellence Workshop scheduling, and evaluation of program effectiveness.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- **Student Representation:** RPIE data indicate that Asian students represented 46% of MESA participants in Fall 2025 and 44% in Spring 2026, while Latino students represented 33% and 31%, respectively. No African American students were identified in either semester. These patterns warrant further examination relative to the college's eligible STEM student population.
- **Recruitment and Access:** Collaboration with RPIE identified more than 400 potentially eligible students; however, fewer than 5% responded to email recruitment. Limited staffing restricts individualized outreach. Expanded faculty referrals, classroom engagement, and collaboration with learning communities could improve access for students from historically excluded communities.

- **Gateway Course Success and Equity Analysis:** Additional institutional data are needed to evaluate student outcomes in key STEM gateway courses, particularly Chemistry, Mathematics, Physics, and Computer Science. Disaggregated course success, retention, and withdrawal rates, including comparisons between MESA participants and similar nonparticipants, could provide valuable insight into the effectiveness of academic support services and identify potential equity gaps. This analysis would inform targeted tutoring, Academic Excellence Workshops, and proactive interventions to strengthen STEM persistence and transfer readiness.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *N/A*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- **Educational Excellence and Student Success:** MESA advances LPC's commitment to an inclusive, learning-centered environment by providing discipline-specific STEM tutoring, academic counseling, individualized educational planning, and peer learning opportunities. These services support persistence, academic achievement, and transfer preparation, particularly for first-generation, economically disadvantaged, and educationally underserved students.
- **Community Collaboration and Workforce Development:** MESA strengthens partnerships with universities, national laboratories, and regional industry organizations to expand access to STEM education and careers. Collaborations with LLNL, Stanford University, UC Merced, i-GATE, and local biotechnology companies have provided students with research internships, university visits, project-based learning, and professional mentorship, supporting the college's commitment to career readiness and community engagement.
- **Equity, Inclusion, and Student Belonging:** MESA promotes equitable access to STEM pathways through targeted recruitment, culturally responsive programming, and collaborations with Umoja, Movement API, and other learning communities. Initiatives such as the Scientist Spotlight Speaker Series, MESA Transfer Conference, and Earth Science Day foster belonging, celebrate diverse STEM professionals, and encourage civic and environmental responsibility.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.

	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu