

Santa Rosa Junior College

Program Resource Planning Process

MESA 2019

1.1a Mission

The mission of the Mathematics, Engineering, Science Achievement (MESA) Community College Program is to serve first-generation, low-income STEM transfer students so they excel in math and science coursework, transfer, and earn baccalaureate degrees in STEM disciplines. MESA is administered by the California Community Colleges Chancellor's Office and the University of California MESA Statewide Office.

1.1b Mission Alignment

The MESA Community College Program's mission aligns with the District's Mission and Values by:

- Providing lower division academic support services to support transfer in STEM disciplines
- Serving as one of many comprehensive student development programs that supports student success
- Supporting the District's Student Equity and Achievement (SEA) Program, specifically disproportional impact student groups; to increase the transfer rates for Native American, DSPS, and Latino student populations
- Creating STEM-specific student support services to improve student access, retention and persistence, and transfer
- Providing STEM career education in order to support the economic vitality and social equity of our Sonoma County, State, and nation
- Challenging students to participate fully in the learning process, balancing course content mastery with relevant pre-professional work experience
- Supporting awareness and respect to ethnic, cultural, gender, age, and socioeconomic diversity in academic and work settings.

1.1c Description

Established 50 years ago at the California statewide level, MESA programs serve students seeking careers in math, science and engineering fields. Historically, MESA has demonstrated a strong connection between student success in STEM disciplines and campus engagement in major specific enrichment.

Established in 1999 the Santa Rosa Junior College MESA Community College Program is a dynamic academic support program for transfer students pursuing a baccalaureate degree in a

discipline within the college's STEM Cluster. MESA creates and provides a strong community of support for STEM students and is built upon the pillars of building community, academic success, leadership, and professional development. The fundamental mission of the MESA Community College Program is to increase the number of students that prepare for and enter into professions requiring a STEM baccalaureate degree.

The student service and academic components of MESA include:

- * Community building through a dedicated MESA Student Study Center, student computer laboratory, and small-group study rooms
- * Academic support, peer tutoring, and peer supplemental instruction
- * Envisioning through college campus visit and industry field trips
- * Counseling guidance to facilitate timely transfer from SRJC to a 4-year college or university
- * Counseling and academic course planning and the development of individual professional development plans
- * Career preview and professional development opportunities through project-based learning, guest speaker presentations, and internships and fellowships

The service components are operationalized by the following grant mandated administrative components:

- An institutionalized MESA Director position
- Clerical support positions
- Student employee positions for peer-to-peer academic support
- Counseling and retention specialist support positions
- The creation and engagement of a Local Industry Advisory Board
- Ongoing professional development and attendance at CCCO and MESA SWO Director meetings

The Santa Rosa Junior College MESA Program is a collaborative effort supported by the MESA Statewide Office at the University of California Office of the President, the California Community Colleges Chancellor's Office, local industry sponsors, and the Sonoma County Junior College District.

1.1d Hours of Office Operation and Service by Location

The MESA Student Study Center, located in the Lawrence A. Bertolini Student Services Center, has public service hours Monday through Thursday from 8:30 AM to 5:30 PM and Friday from 8:30 AM to 1 PM.

In addition to center hours, the program provides evening, Saturday, and weekend service as needed. The MESA Director supervises after-hour, weekend activities, and fieldtrip travel associated with the MESA Community College Program. The MESA Student Study Center is supervised by the Manager, MESA Programs.

1.2 Program/Unit Context and Environmental Scan

Environmental Scan - STEM Transfer within a Greater Context

Inclusive of the local to national landscapes, several sources highlight the need for STEM education and initiatives that build STEM innovation and technical workforce capacity. Multiple factors are working to increase demand for a STEM-educated workforce: 1) enhanced reliance on a knowledge-driven economy; 2) global competition for a qualified STEM-education workforce; 3) the persistence of achievement gaps for subpopulations.

- Local STEM Workplace Needs: (Sonoma County Economic Development Board, 2019 Industry Report) The high tech, telecommunications, and medical device firms in Sonoma County face difficulty in training and retaining an adequate workforce. These cluster industries represent some of the highest wage earning careers in the area. 3 out of 5 of the top employers in Sonoma County are STEM-based companies (North Bay Business Journal Book of Lists, 2017).
- Students Earning STEM Degrees (Public Policy Institute of California, July 31, 2018) Between 2010-2011 and 2016-2017, the number of STEM bachelor's degrees awarded by colleges and university in California increased 55%, more than triple the rate of growth in other degrees (17%). Increases presented in engineering and computer & information sciences. Only about 20% of bachelor's degrees in engineering and computer science were awarded to women in 2016.

Because engineering and computer science are associated with strong labor market outcomes, low shares of women in those fields is cause for concern. The proportion of women majoring in these fields has not risen much in recent years: from 2010 to 2016, the share of bachelor's degrees awarded to women in California increased from 19% to 21% in engineering and from 16% to 18% in computer science.

- 2018 Community College League of California: STEM transfer students from community colleges to the University of California account for 48% of the UC's bachelor's degrees in science, technology, engineering and mathematics. 43% of CCC students are first-generation, 54% identify as female, and 45% identify as Hispanic; with programs such as MESA, the community college system plays a critical role in address achievement gaps in STEM degree and career attainment.
- California Department of Education, STEM Information (January 28, 2019): The growth of jobs in California requiring STEM proficiency is on the rise. In California, there are approximately five people searching for every available job; however there are 1.5 STEM jobs available for every job seeker (Change the Equation, 2012).

- US and Global STEM Education (National Science Board, Science and Engineering Indicators, 2018) The number of S&E bachelor's degrees has risen steadily in the United States over the past 15 years, accounting for roughly one-third of all bachelor degree awards; however, the US production significantly lags behind other nations, specifically India, the United Kingdom, and China. Between 2000 and 2015, the share of bachelor's degrees awarded to Hispanics among US citizens and permanent residents increased from 7% to 13%. S&E workers have higher earning than other comparable workers and the S&E labor force is less likely than others to experience unemployment.
- Demographics of the S&E Workforce (National Science Board, Science and Engineering Indicators, 2018 – Demographics) The S&E labor force is aging and women remain underrepresented in S&E workforce. Historically underrepresented racial and ethnic groups continue to present at rates lower than their presence in the US population. A majority (56%) of bachelor's graduates have at least one parent who earned a bachelor's or advanced degree.
- 2017 Bureau of a Labor Statistics: Demand for STEM professionals will remain robust with STEM occupations experience an above average growth; Ninety-three out of 100 STEM occupations had wages above the national average; Seven out of ten largest STEM occupations were computer related
- International (NACME, Latinos in Engineering, July 2011): International trends in STEM demonstrate a rapid increase in the production of new engineers in nations like China and India; US underrepresented minorities (African Americans, Latinos, and American/Alaska natives) represent an untapped talent pool in the United States.

Program Context framed by the Environmental Scan

STEM outreach and student success programs within the California community college system play an increasingly important role in a student's path toward a STEM bachelor's degree. This is especially true for women, first-generation, and historically underrepresented student groups.

The MESA Program at Santa Rosa Junior College sits at a critical crossroad to facilitate transfer success and workforce development. The MESA Community College Program supports STEM transfer students by instituting protective measures to amend the research-validated risk factors for college completion, while preparing students for academic and professional success at a four-year college or university (Sternberg, Robert, Inside Higher Ed, *Essay on the use of research to improve student retention*, February, 7, 2013.)

1. Uneven formal academic knowledge
2. Lack of informal knowledge about being a college student
3. Inadequate development of self-regulations skills
4. A mindset believing in fixed rather than flexible abilities
5. Disengagement from the college environment
6. Lack of interest in development coursework
7. Issues in academic trajectory

8. Financial concerns

The MESA Program must be intentionally included in District initiatives and strategic planning. The District's strategic directions will establish a STEM-education pathway whereby MESA retreats, stabilizes without change, or expands to actualize a greater and more comprehensive STEM-education initiative.

The MESA Community College Program at SRJC is funded through the California Community College Chancellor's Office and the Sonoma County CC District. In 2012 the CCCCCO designed MESA as a special student population; MESA is mandated to report MIS data to the Chancellor's Office and program evidence is reported in DataMart. Unfortunately, because MESA is not identified in Title 5 regulations, the college has not supported a modified early registration priority for MESA students, even though most of the major preparatory coursework for MESA student is sequential by design. MESA students pay a high premium in their transfer readiness when unable to register for sequential classes in a timely manner.

The California Community Colleges' Fund for Student Success within the Academic Affairs Program Division received \$2.4 million in 2017. SRJC's MESA Community College program receives an ongoing annual grant award of slightly more than \$74K. The SRJC MCC program functions under the administration of Academic Affairs with operational links to Student Services.

2.1a Budget Needs

As evidence by MESA Core Data for FY2017-18, the MESA Program does not receive District unrestricted funds in the 4000s and 5000s expenditure categories.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|------------|----|----|------------|--|
| 0001 | Santa Rosa | 01 | 02 | \$6,000.00 | FWS match; Student employees for clerical and SI functions |

2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|-------|-------|--|
| Program Specialist - MESA Programs and Outreach | 40.00 | 11.00 | Under general direction, assists with the coordination of the Mathematics, Engineering and |

| | | | |
|--|--|--|--|
| | | | Science Achievement (MESA) program with emphasis on coordinating services under the MESA Community College Program (MCCP). |
|--|--|--|--|

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|------------------------|-------|-------|--|
| Manager, MESA Programs | 40.00 | 12.00 | Responsible for design, implementation, data management, and continuous evaluation of the MCCP; submit MCCP renewal, mid-year, and end year reports; coordinates with accounting for CCCC budget submission; reports MIS data to the CCCC; serves as supervising faculty for CSKL 770 sections in MESA; monitors mandates from the CCCC, Student Equity and the MESA Statewide Office; supervises MESA Student Center, classified, and student employees; serves as the District administrator for Adelante. |

2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|-------------------------------------|-------|-------|---|
| Student Peer Tutors (15) | 40.00 | 9.00 | Peer-academic support; drop-in tutoring and peer facilitated SI |
| Student Employee – clerical support | 8.00 | 5.00 | Provides clerical assistance to support MESA Center activities; SARS appointments |

2.2d Adequacy and Effectiveness of Staffing

The current 11-month classified Program Specialist position is adequate. However, Student Equity categorical funding assumes only 80% of the total salary and benefit costs associated with this position. District general funds are needed to address the long-term salary/benefits shortfall of the classified Program Specialist position.

MESA has an ongoing critical need for a 24 hr. /wk. Administrative Assistant staffing position. During the recent classified classification study, the incumbent Program Specialist detailed objections to executing typical AA duties. Additionally, as the District clarifies distinctions in appropriate work duties for student and classified employees, the fair recordkeeping and disclosure practices under the Family Educational Rights and Privacy Act necessitates a regular classified position.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|------------|----|----|---|--|------------|
| 0001 | Santa Rosa | 01 | 01 | None | Administrative Assistant II (60%) | Classified |
| 0001 | Santa Rosa | 01 | 01 | None in STEM; See CE positions | STEM Internship/Job Developer (40%) | Unknown |
| 0002 | Santa Rosa | 01 | 01 | Program Specialist-MESA Program & Outreach(80%) | Program Specialist-MESA Program&Outreach(100%) | Classified |

2.3a Current Contract Faculty Positions

| Position | Description |
|----------|-------------|
| None | |

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|----------------|-------------|---------------|-------------|---------------|-----------------------------|
| Does not apply | 0.0000 | 0.0000 | 0.0000 | 0.0000 | MESA has no faculty payroll |

2.3c Faculty Within Retirement Range

Does not apply.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

MESA has no Academic Affairs faculty positions assigned to the program.

MESA currently benefits from a part-time, 24.5-hour per week dedicated counselor assigned by the VP of Student Services. MESA's grant requires "*a dedicated MESA counselor...with an adequate number of hours to meet the needs of MESA students.*" In order to comply with MESA's case management and counseling requirements to provide each student with a complete long-term student educational plan and parallel Individual Professional Development Plan (IPD), to supported Academic Excellence Workshop offerings, to establish an early alert system, to coordinate with campus Matriculation and Articulation, and to work with the MESA Director to offer a MESA Orientation Program, the current assignment needs to be increased to a full-time/load assignment.

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|-------------|-----------------|-----------|----------|---|---|
| 0001 | Santa Rosa | 01 | 02 | STEM transfer advising and retention specialist | Enhanced Ed Plan w/ Individual Development Plan (P-SLO); Student enrichment activity (P-SLO); retention case management |

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Existing equipment, technology and software are adequate to meet the needs of MESA.

2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.4d Non-Instructional Equipment and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|------------|----|----|---|-----|-------------|-------------|------------|---------------|---------------|
| 0001 | Santa Rosa | 01 | 02 | ITG BF: 86"ViewSonic Interact. Flat Panel +webcam | 1 | \$12,000.00 | \$12,000.00 | D. Rosales | MESA, rm 4841 | Darci Rosales |

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|---|------------|----------|-------------|-----------|-------------|
|------|----------|----|---|------------|----------|-------------|-----------|-------------|

2.5b Analysis of Existing Facilities

MESA requires full use of the adjacent room, room 4841 Monday - Friday from 8:30 AM to 5:30 PM. Effective summer 2019, this room should be removed from the new EMS facilities master list as a conference room available for scheduling.

With the exception of the summer term, the existing facilities meet the immediate needs of the MESA Program. Beginning in summer 2019, MESA staff should not be displaced and program student services should not be suspended during the summer to accommodate Adelante staff. Future planning must address the housing of the summer Adelante program and Adelante program staff.

3.1 Develop Financial Resources

The MESA Community College Program is currently categorically funded through the CCCC under RFA Specifications No. 17-034. The RFA specifications granted project funds for AY 2017-2018 and allowed for renewed funding for each of the succeeding two years, to a maximum of three years. The Sonoma County CCD must submit a new, multi-year application in a competitive review in April 2020. Continued funding is contingent upon completion of the approved prior year's objectives and the submittal of a new application. A dollar-for-dollar match is required

and can be satisfied through a combination of District General Fund, Other Sources, and In-Kind dollars. Currently, the Sonoma County CCD receives \$ 74,515 from the CCCCCO's, collect 4% in total indirect costs to support the operation of a MCCC.

Though MESA is not an academic department, having neither faculty nor class assignments, the program generates revenue via positive attendance apportionment. The MESA Center is a learning lab for a fall and spring sections of CSKL 770. The revenue from the MESA Center averages \$75 K, annually. No faculty costs are associated with this class offering, as the Manager – MESA Programs qualifies as the on-site instructor.

3.2 Serve our Diverse Communities

- The MESA program serves all students meeting the academic and educationally/economically disadvantaged criteria established by the California Community Colleges Chancellor's Office and to the greatest extent possible by law encourages participation from historically underrepresented populations. The following tables (created by OIR for Student Equity reporting) details MESA enrollment for AY 2017-2018 by student gender and ethnicity. Comparison details for additional years is also included.

| MESA PROGRAM STUDENT DEMOGRAPHICS | | | | | | | | | |
|-----------------------------------|---------|-------|--------|-------|-----------|-------|--------|--------|-------|
| | | | Gender | | Ethnicity | | | | |
| | | Count | Female | Male | African | Asian | Latino | Multi- | White |
| MESA STUDENTS | | | | | | | | | |
| | 2015-16 | 122 | 36.0% | 63.9% | 4.1% | 9.8% | 47.5% | 7.4% | 30.3% |
| | 2016-17 | 108 | 34.3% | 65.7% | 2.8% | 13.9% | 62.1% | 2.8% | 18.5% |
| | 2017-18 | 139 | 31.7% | 68.3% | 1.4% | 11.5% | 61.9% | 2.2% | 23.0% |
| Total SRJC | | | | | | | | | |
| | 2015-16 | | 54.4% | 44.2% | 2.6% | 4.8% | 31.8% | 5.7% | 53.7% |
| | 2016-17 | | 53.9% | 44.2% | 2.7% | 5.0% | 32.8% | 5.9% | 51.9% |
| | 2017-18 | | 54.2% | 43.5% | 2.4% | 4.8% | 37.5% | 5.5% | 47.8% |

- In spring 2018, MESA transitions its MESA Banquet to a more inclusive STEM Transfer Honors Reception and accepted all supply costs and personnel needs associated with hosting this event.

- The MILES S-STEM grant leverages MESA activities as creditable engagement for students benefiting from the District's NSF S-STEM Grant, specifically S-STEM students participated in MESA's STEM Shadow Day.
- Faculty and students engaged in the NSF CURES grant project leverage MESA's Research Poster Project Symposium, presenting work at the STEM Transfer Honors Reception each May.

3.3 Cultivate a Healthy Organization

Because valuable, relevant professional development contributes to employee engagement and collegiality, the MESA Community College Program allocates grant dollars to support the staff travel and professional development.

Each fall MESA hosts a student “Backpack Essentials” day to address the financial need of students enrolled in the program. To address food scarcity issues, the MESA Center provides year-round and special event food in accordance with funding guidelines and when linked to a STEM engagement activity. Students have access in the MESA Center to the free use of lockers, a refrigerator, and a microwave oven.

3.4 Safety and Emergency Preparedness

Safety Trainings

The Manager - MESA Programs most recently completed the mandated Harassment & Discrimination Prevention training on January 1, 2019. Additionally, DOC/EOC District training will be renewed on April 11th (EOC All Section Orientation) and April 12th, 2019 (Management and Planning Workshop).

District evacuation route maps are posted in each staff office and the main MESA Student Study Center.

Building and Area Safety Coordinators

Located on the 3rd Floor of Bertolini, the current identified Building Safety Coordinator is Robert Ethington and the Area Safety Coordinator is Amy Ethington with CalWORKs.

3.5 Establish a Culture of Sustainability

When appropriate, students and staff recycle paper that has one "clean" side for center scratch paper. The Center has student and staff recycling bins for paper, glass and plastic. All toner cartridges are recycled. Used batteries are disposed of properly. The MCCC utilizes CCC Confer for conducting meetings with the Chancellor's Office and CAMD (California Association of MESA Directors).

4.1a Course Student Learning Outcomes Assessment

Does not apply.

4.1b Program Student Learning Outcomes Assessment

Does not apply, for MESA does not offer certificates or majors.

4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|-----------------|------|--------------------------------|-----------------------------|--------------------|
| Service/Program | MESA | N/A | N/A | N/A |

4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|-----------------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
| Collaborative skill development | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| Employee Students as Peer Tutors | X | X | | X | X | | | X | X | | | | X | X | | |
| Field trip travel | | | | | | | | | | | X | X | X | | | |
| MESA Study Center | | | | X | | | | | | | | | | | X | X |
| STEM Research (Literature Review) | | X | X | X | X | | X | | X | X | | X | | | | |
| STEM Shadow Day | | | | | X | | | X | X | | X | | | | X | |
| Supplemental Instruction in STEM | X | X | | X | | | | X | X | X | X | | | X | | |

4.2b Narrative (Optional)

Does not apply, MESA does not offer course, certificates or majors.

5.0 Performance Measures

Performance Measures - Narrative

In order to increase the number of students transferring to a four-year institution with a calculus-based STEM major, MESA utilizes a variety of activities to build community, support academic success, and prepare students for STEM careers. These activities and intended outcomes are detailed below. The performance evidence is derived from: 1) MESA's end-of-year student program involvement student survey; (88% completion rate); (2) SRJC OIR SE Survey data (3) SRJC OIR SE academic and demographic outcome reports.

Activity: MESA Student Study Center

Intended Outcome: The MESA Student Study Center creates a community connection among MESA students, STEM faculty and staff. Students identify with a community of like-minded college students. The MESA Student Study Center is open to all SRJC students.

Performance Evidence: Based on Student Equity survey data, a higher percentage of MESA students feel guided and supported than general District students. Center hour usage demonstrates, MESA students spent over 11,400 combined hours in the MESA Student Study Center during academic year 2017-18.

Activity: Academic Support Services

Intended Outcome: Academic peer tutoring, self-directed study groups, small group webinars, a textbook resource library, and a computer lab with free printing, contribute to the academic success of MESA and STEM students. Provided in the MESA Center, these services enable students to better understand and master course content.

Performance Evidence: MESA Student Equity & Achievement Data, 2017-18 Academic Outcomes shows MESA students benefiting from: (1) an 80% course success rate in comparison to the District average of 74.8%; (2) a course retention rate of 89.1% and; (3) a fall to spring persistence rate of 95.7%. When surveyed, 75% of MESA students evaluated MESA peer drop-in tutoring as very or extremely valuable. Additionally, 86% stated the drop-in assistance aligned with their coursework needs.

Activity: Transfer Assistance and Advising

Intended Outcome: Through dedicated counseling services, MESA sponsored college visit field trips, and alumni and faculty advising, MESA students are able to define the eligibility requirements for their transfer program. MESA students strive to create an individual development plan that works in concert with their long-term educational plan.

Performance Evidence: When surveyed, 95% of MESA students agreed or strongly agreed the dedicated counseling services in MESA worked with their schedule. 93% of MESA students agreed or strongly agreed they felt more confident making decisions with the help from MESA counseling.

Activity: Career Preview and Leadership Development

Intended Outcome: Through guest speaker presentations, conference participation, workshops to advance workplace skills, and exposure to internships and fellowships, MESA students role-play their future STEM profession, seeing first-hand how a STEM interest manifests first as a transfer major and later as a career path.

Performance Evidence: When surveyed, 97% strongly agreed they received timely messages regarding MESA and SRJC events and offerings. Specifically, 65% reported participating in a college or industry site visit; 63% attended a guest speaker presentation or STEM conference and 45% reported volunteering in a STEM discipline.

Overall, and in terms of MESA's overarching goal of assisting STEM students to transfer and to improve the transfer success rate among District identified DI populations, MESA contributed to the College's progress toward having equitable outcomes. MESA students present with a goal of transferring and earning a bachelor's degree in a STEM discipline. MESA assists (guided and supported) students in order to achieve this multi-step goal: a) MESA provides strong academic advising and assistance, which supports progress in having equitable outcomes in course success (succeeding), for only if students succeed in completing their major preparatory courses are they competitive to transfer to a 4-year institution with a STEM major; b) MESA supports equitable transfer completion (completing), sending more students to universities in the highly competitive UC system than the District, even though MESA serves proportionally a greater number of disproportionately impacted students. The overarching impact of MESA's activities is reflected in our transfer cohort outcome.

| | MESA Students 2017 # of Students = 128 Transfer Cohort: n=28 | MESA Students 2018 # of Students = 142 Transfer Cohort: n = 37 | SRJC Transfer Students * |
|---------------------------------------|---|---|-------------------------------------|
| University of CA | 54% | 41% | 16% |
| CA State University | 32% | 49% | 60% |
| Out of State & Private | 14% | 10% | 25% |
| Total | 28 | 37 | 1,448 |

* SRJC Transfer Students 2016-2017: SRJC Office of Institutional Research

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Does not apply.

5.2a Enrollment Efficiency

Does not apply.

5.2b Average Class Size

Does not apply.

5.3 Instructional Productivity

Does not apply.

5.4 Curriculum Currency

Does not apply.

5.5 Successful Program Completion

Does not apply.

5.6 Student Success

General Data: District Student Equity Success Factors

For AY 2017-2018, MESA enrolled students performed better than the District population on all student equity success factors, namely course success, course retention, and fall to spring persistence.

Prepared by the Office of Institutional Research on behalf of MESA, AY 2017-2018 MESA enrolled students demonstrated the following Academic Outcomes:

- 80% Course Success as compared to a 75% District-wide Course Success rate
- 89% Course Retention; 87% District Course Retention
- 2.98 Overall Course GPA
- 96% Fall to Spring Persistence; 66% District-wide Fall to Spring Persistence

Of the 2018 transferring MESA students, 83.8% completed their educational goal to transfer in less than 6 years. According to the 2018 CCCCO Student Success Scorecard, in California 48.2% of degree, certificate, or transfer seeking students completed their educational goal with 6 years.

5.7 Student Access

Student Access - MESA.

Based on MESA student population data for AY 2017-2018 prepared by the OIR, the program participation numbers for Latinos is nearly twice that of the District; 91% of MESA students identify as neither parent possessing a bachelor's degree; 92% receive need-based financial assistance. The

MESA Program has a higher number in comparison to the District of veteran students and twice as many students who identify as Asian or with disabilities. MESA enrollment includes students identifying as African American, Multi-Ethnic, and as foster youth.

5.8 Curriculum Offered Within Reasonable Time Frame

Does not apply.

5.9a Curriculum Responsiveness

Does not apply.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Does not apply.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Does not apply.

5.11a Labor Market Demand (Occupational Programs ONLY)

Does not apply.

5.11b Academic Standards

Does not apply.

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|------------|----|----|--|---|---------------------|---|
| 0001 | Santa Rosa | 01 | 01 | To revisit the alignment of MESA counseling services with retention casework | By June 2019, 100% of MESA students with a 2.0 or lower fall or spring semester GPA will be referred to a MESA counselor for retention advising; 60% of the students in this category will complete at least one counseling appointment in MESA with a MESA Retention Counselor; assigned counselors will contribute to supplemental instruction on STEM success strategies per SE proposal | 07/01/18 - 09/30/19 | All MESA enrolled students with less than an overall 2.0 GPA during the fall 2018 semester were referred to a dedicated MESA Counselor. Additionally, student referrals were made for student lacking in completing required "engagement" activities. Outcomes will be measured by 09/30/19. |
| 0002 | Santa Rosa | 02 | 01 | The continuous improvement of MESA's LIAB | To research and plan for the development of a regional MESA LIAB that includes MESA at SRJC and Sonoma State University: 1) Meeting with SSU's MESA Director 2) Recruit industry partners 3) Faciliate two meetings during AY 18-19 | 07/01/18-01/30/19 | During summer 2018, the MESA Director at SRJC initiated a regional MESA LIAB in collaboration with the MESA program at Sonoma State University. As a result of this work, MESA hosted a February 2019 LIAB STEM Shadow Day. Work continues to redefine the program manager's day-to-day work and work location expectations to support greater community/university engagement. Outcomes will continue to be monitored through 01/30/19 |

6.2b PRPP Editor Feedback - Optional

Excellent PRPP document which summarizes the successes of MESA while also documenting the need going forward for this exceptional program.

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|------------|----|----|--|---|-----------------------|---|
| 0001 | Santa Rosa | 02 | 06 | The continuous improvement of MESA's LIAB | By January 2020, to co-sponsor with SSU the first face-to-face meeting of the AY 1819 created Sonoma County MESA Industry Alliance. | 05/30/19-01/30/20 | Part-time administrative assistant or MESA STEM Job Developer position; ongoing manager and classified staff training to improve marketing and industry support; dedicated, coordinated release time from center supervision obligations (center supervision and SARS appointment management for counselor) for staff to engage with SSU MEP and industry personnel |
| 0002 | ALL | 02 | 02 | To benefit from a STEM Job Developer dedicated to MESA | By June 2020, to implement a multi-part STEM Professions career development series for students that will deepen outcomes from MESA's fall STEM Shadow Day and support greater student participation in CE aligned offerings, including internships and hiring outcomes from the Career Job Fair. | 05/30/19 - 06/30/2020 | Specialized position similar CE Job Developer duties; inclusion of MESA staff in CE staff training and collaborative work |
| 0003 | Santa Rosa | 01 | 02 | Review lesson content of Coun 390 MESA Orientation class | By October 2019, to revisit specific content for MESA's orientation class. | 05/30/19 - 10/31/20 | Initial resource needs are limited to dedicated planning time benchmarked in the Counselor's SARS grid; Long-term resources include moving the offering from the current COUN 390 course to a STEM course, meaning faculty curriculum development reassign time |