

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** PSME/MESA

2. **Name of individual(s) completing the form:** Yvette Alva-Campbell

3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

As of last year, MESA has used RAPP feedback to clarify its mission, strengthen goals, and refine assessment. In response, the program has more clearly outlined how it supports underserved STEM students through a cohort-based learning community with counseling, tutoring, and academic success workshops, alongside close collaboration with STEM faculty.

Goals have been revised to focus on year-to-year growth and equity-minded comparisons, ensuring MESA students perform at levels equal to or exceeding non-MESA peers, with incremental targets aligned to the College's disproportionate impact threshold. In the future, data tracking through Precision Campus will be used to monitor student success, retention, and participation over time.

While current staffing supports program operations, MESA has begun planning for permanent funding and staffing beyond the grant period ending Spring 2027 to maintain continuity and growth, as suggested in the RAPP feedback..

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

Since the last program review, the MESA Program has entered its third year of implementation at De Anza College and has focused on stabilizing staffing, expanding services, and strengthening faculty collaboration. A key update is the hiring of a full-time MESA Counselor supported by MESA grant funds. This position has enhanced the program's ability to provide consistent, high-touch academic advising and to collaborate closely with STEM faculty through weekly check-ins, embedded engagement, and coordinated student support strategies.

The program currently serves 130 low-income and first-generation students in Calculus-based STEM majors, exceeding the Chancellor's Office target of 120 students. MESA has expanded core services to include structured onboarding, individualized academic advising, embedded tutoring and study sessions, mentoring, and STEM pathway guidance. The program also supports approximately 12 STEM faculty members through embedded tutoring, regular meetings, and collaboration on strategies to improve retention and success for underserved students.

As a new program, MESA does not yet have prior-year comparison data. However, plans are underway to integrate MESA into Precision Campus to support future tracking of student

outcomes, retention, and transfer. MESA continues to rely on state grant funding guaranteed through June 2027, which supports both the full-time Program Coordinator and Counselor and remains critical to program sustainability.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Increase the number of economically and educationally disadvantaged students pursuing degrees in mathematics, engineering, science, and technology who	Recruitment for incoming students will begin during Summer Bridge, where students learn about MESA, be engaged with STEM activities, and learn about all the resources needed to succeed in STEM.	MESA Director, MESA Counselor, MESA Program Coordinator	SSRS Team and Outreach office	By the end of the first academic year, all first year students would have completed at least one quarter of calculus. By the end of the first quarter all students part of MESA will have completed an educational plan. By the	Using the program inquiry tool to measure student course completion and success. Using SARS to record comprehensive ed plans. Using Canvas to record and report attendance to events	To increase student enrollment and improve retention, the program expanded Academic Excellence Workshops (AEWs) to provide structured academic support and strengthen student engagement. Strong recruitment efforts and

<p>are eligible to transfer to a four-year institution.</p>	<p>Once students are recruited into the program, the MESA program will design a learning community pathway where first year students will be taking STEM core courses and attend academic excellence workshops together. We will require students to meet with the program counselor in the first quarter to formulate an educational plan and enroll in the MESA STEM course cohorts.</p>			<p>end of the year students would have attended two workshops on academic success and transfer requirements.</p>	<p>and activities.</p>	<p>proactive outreach were implemented to grow participation, while intrusive counseling with regular check-ins and early intervention was used to address barriers and support student persistence.</p>
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<p>Improve the academic performance of MESA students</p>	<p>The MESA Program at De Anza College will continue to improve the academic performance of MESA students by providing a cohort learning community model with embedded wrap-around services. In addition, workshops based on learning skills for academic success, embedded tutoring, supplemental instruction, and counseling will continue to be key factors contributing to academic performance.</p>	<p>MESA Director, MESA Counselor, MESA Program Coordinator</p>	<p>MPS Staff, STEM Faculty, Student Success Center</p>	<p>MESA students will have a higher rate of success in STEM core courses compared to non-MESA students. Disproportionately impacted students in MESA will perform equal to or better in MESA STEM Core classes compared to non-DI students that are not part of the MESA Program. Students will attend two workshops on academic success per year. Peer tutors will be hired, trained and placed into at least 12</p>	<p>Using MIS Data to track student courses success and retention via precision campus. Using SARS in the MESA Center for tracking attendance to academic Excellence Workshops .</p>	<p>Based on assessment data, the MESA Program strengthened its cohort-based model by expanding wrap-around supports, including embedded tutoring in at least 12 STEM course sections and increased Academic Excellence Workshops, with students attending at least two per quarter. Counseling has been more fully integrated through close collaboration among MESA staff, STEM faculty, and the Student Success</p>
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				STEM class sections. Students will have attended at least two academic excellence workshops per quarter.		Center. Data tracking was also improved using Precision Campus and SARS to monitor course success, retention, and workshop participation, with the goal of increasing student success and reducing equity gaps in STEM coursework.
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
NONE					

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Approved personnel resources funded through the MESA grant—specifically a full-time Program Coordinator and a full-time Counselor—have had a significant positive impact on the MESA Program’s ability to serve students and faculty. The full-time Counselor has enabled consistent, individualized academic advising, onboarding, and ongoing student support for a cohort of 130 low-income and first-generation students in Calculus-based STEM majors. The counselor’s embedded engagement and weekly collaboration with approximately 12 STEM faculty members have strengthened early intervention, improved communication around student progress, and enhanced coordination of academic supports such as embedded tutoring and study sessions.

The availability of these personnel resources has also allowed MESA to fully implement its core service model, including structured orientations, mentoring, STEM pathway guidance, and faculty collaboration. While the program is still in its early stages and does not yet have outcome data, faculty feedback and student engagement indicate improved access to support services and increased consistency in student follow-up and advising.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

MESA grant-funded personnel—a full-time Program Coordinator and full-time Counselor—have had a direct and positive impact on disproportionately impacted students, the majority of whom are low-income and first-generation. The MESA Counselor provides individualized academic advising, proactive outreach, and embedded support with STEM faculty, allowing for early

intervention and timely access to tutoring, study sessions, and mentoring. These supports are especially critical for students navigating rigorous Calculus-based STEM pathways.

Despite limited staffing and the absence of dedicated facilities, MESA continues to effectively serve underserved students by maximizing existing resources, prioritizing high-impact services, and maintaining close collaboration between staff and faculty. While additional space and long-term funding stability would allow for program growth, current resources have enabled MESA to meet Chancellor’s Office expectations and provide equitable access to essential support services.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	NA
Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	
Reflection on Results	

Strategies Implemented or Plan to be Implemented (aka: enhancements)	
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Please email this form to your dean/manager.

10. Dean Manager Comments:

11. Vice President/Associate Vice President Comments:

The MESA Program continues to demonstrate strong leadership in advancing equity, access, and transfer success for low-income and first-generation students pursuing calculus-based STEM pathways. Now in its third year, the program serves 130 students and exceeds Chancellor's Office targets through a cohort-based model that integrates counseling, embedded tutoring, academic excellence workshops, and close collaboration with STEM faculty. MESA's wrap-around services and faculty partnerships reflect best practices in STEM persistence and transfer preparation.