MESA/STEM Program Review (2025) Latest Version

Student Services (1) - Program Description Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?
The STEM Center transitioned to the MESA|STEM Center in Fall 2023, to host and support students from MESA Program.
Compton College was awarded the Mathematics, Engineering, Science Achievement (MESA) grant to provide academic and support services for economically and educationally disadvantaged students majoring in calculus-based science, technology, engineering and/or mathematics fields who seek to transfer to four-year institutions to complete a baccalaureate degree the grant term is January 1, 2023, through July 31, 2027.

Most recently SB 444 (2023) codified MESA into state law, requiring the Board of Governors to adopt regulations that ensure the program is integrated into Title 5. This step provides long-term structural stability, making clear that MESA is not a temporary initiative but an established part of the state's higher education framework. We are waiting on the next steps mean while the MESA|STEM Center will continue working on the 8 MESA Objectives:

1. Increase **economically and educational disadvantage students**
2. Improve **student transfers**
3. Improve **transfer ready**
4. Improve **academic performance**
5. Increase **leadership skills and raise educational expectations**
6. Increase **opportunities**
7. Improve **student support services**
8. Ensure **integration and sustainability**

These eight objectives are achieved with the successful implementation of the MESA Program components:

1. Administrative Component
2. Student Center
3. Student Clustering
4. Academic Excellence Workshops (AEW) and/or other High Effective practices
5. Academic Counseling
6. MESA Orientation
7. Student Support Services
8. Student Outreach and Recruitment
9. MESA Campus Council
10. Professional Development
11. Student Organizations
12. Local Business and Industry Council
13. Pro-Active Liaisons with MESA College Pre/MESA University or similar programs.

The MESA|STEM Center provides an academic environment that incorporates motivational techniques and learning behaviors with innovative curricula promoting the building of academic skills and career development in STEM fields. Activities are designed to increase student participation in this MESA program to facilitate student success in completing their educational/career goals related to STEM-based education and careers.

The student eligibility is as follows:
1) Student does not have a previous bachelor's degree in any field
2) Student declares a transfer major in a calculus-based Math, Engineering or Science field and the students educational plan show that the student will include Calculus I or above and at least two courses from one of the following:

- Calculus II, Calculus II, Differential Equations, or Linear Algebra.
- Engineering, Physics, or Calculus-based Physics.
- General Chemistry or Organic Chemistry.
- Biology (major level);
- Computer Science (major level)

3) Financial need (receive financial aid) eligible for California College Promise Grant, Pell grant, Cal Grant, CA Dream Act, Federal Work Study, Cal Fresh, GI Bill or other need-based/subsidized Financial Aid.
4) Educationally underserved. 1st Generation Student: (Parent(s) do not have a bachelor's degree or higher level of education in any country). Or High School Graduation and Math Performance rates are red or orange from the CA School Dashboard.
5) Student agrees to participate in Community College MESA Program Activities and signs the student contract.

The MESA|STEM Center directly supports Compton College's mission to be an equity-driven, inclusive community resource by providing targeted academic and personal support for historically underserved and economically disadvantaged students, particularly those pursuing STEM degrees. Through structured learning communities, academic excellence workshops, counseling, and mentoring, MESA cultivates a strong sense of belonging. It equips students with the knowledge, strategies, and skills necessary for workforce readiness and successful transfer to four-year universities.

Aligned with the College's overarching goal to accelerate completion while advancing equity and success, the MESA|STEM Center contributes to each of the three mission-centered areas of focus:

Education: MESA strengthens on-ramps to Compton College by engaging first-generation, low-income, and underrepresented students in STEM pathways. Its partnerships with local schools and industry create clear, seamless pathways to degree completion, internships, and living-wage careers, directly supporting Objective 1 and Objective 3 under Education.

Student Equity and Achievement Plan: The program's intentional focus on increasing representation and success among Black/African American, Latino/a/x, and male students of color aligns with Objectives 1–5. By offering tailored academic support, peer mentoring, and culturally responsive programming, MESA advances equitable outcomes in transfer-level math and science courses and improves completion rates among disproportionately impacted groups.

Strategic Enrollment Management: MESA's outreach and recruitment activities expand access for first-time, traditional, and nontraditional students, supporting Objectives 1–3 under this initiative. By creating a supportive STEM community and offering early exposure through initiatives such as "Roots in Research," the program strengthens student connection, retention, and

progression.

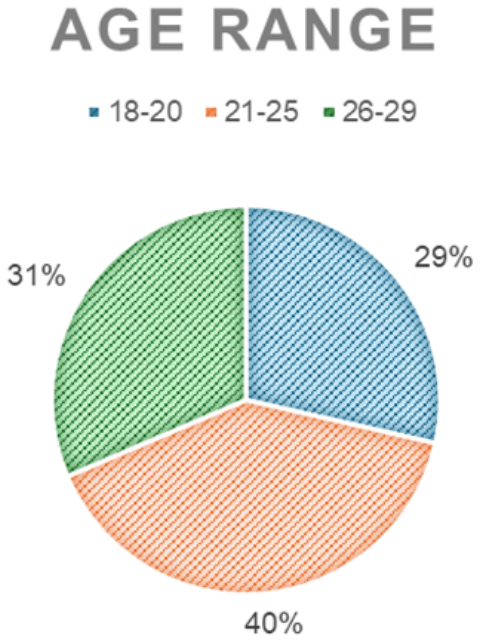
Overall, the MESA|STEM Center embodies Compton College's commitment to equity, access, and academic excellence by transforming the STEM experience for students who have been historically excluded from these fields. In doing so, it advances the College's Vision 2035 goal to accelerate completion and close equity gaps, positioning Compton College as a leading institution for student learning and success in higher education.

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.
This data is compiled internally by the MESA|STEM Center each year for presentation to the Board of Trustees. The data was gathered from students' intake forms.

The 2024-2025 cohort has 35 participants. The following data on the population was gathered:

- Gender: 31.4% are female, 68.65% are male
- Ethnicity: 25.7% are African American/Black, 62.9% are Hispanic/Latinx, and 11.4% are Other (this group of students is too small to report).
- Age: 29% of participants were between 18 and 20, 40% between 21 and 25, and 31% between 26 and 29.

Note that in 2024-2025, all students were below 30. Our center is working with a younger population that is more traditional in age.



c) Describe how interaction with the program helps students succeed or meet their educational goals.
Interaction with the MESA|STEM Center helps students succeed by giving them c**omprehensive academic, career, and community support that directly strengthens their ability to meet their educational goals.** Through tutoring and Academic Excellence Workshops in Chemistry, Math, and Physics, students build the foundational skills needed to complete STEM prerequisites and stay on track for transfer. Academic counseling, transfer workshops, and university field trips further help students develop informed educational plans and progress toward earning associate degrees and transferring to four-year institutions.

Career-focused programming—such as resume building, personal statement development, and guidance on internships and scholarships—prepares students for future STEM opportunities and supports their long-term professional development.

In addition, **non-academic activities** like Wellness Wednesdays, MESA Socials, holiday events, Pi Day, and end-of-year celebrations promote a sense of belonging and community. These experiences increase engagement and retention, ensuring that students feel supported both academically and personally as they work toward achieving their educational goals.

d) How does the program interact with other on-campus programs or with off-campus entities?
Our MESA Program has been working to build relationships with on-campus and off-campus programs that help our students meet their academic goals.

Some of the on-campus programs we work with are **counseling**, as our students are required to have an Educational Plan on file. We also collaborated very closely with the **financial aid** department to ensure our students had the correct information to process as MESA students. We also collaborate closely with the **STEM Guided Pathway Success team**, which supports our annual STEM Week as well as the **STEM division**, as we ensure the courses our students need are being offered. We also connect our students with the **Transfer Center** activities, like the Transfer Fair and many of their field trips. We are also in the process of developing a collaboration with the **Job Placement Specialis**t to provide information to our students about Handshake.

We have also connected with other areas to provide Reading Skills Workshops for our students. The **business office** has helped us with conference travel and with bringing speakers to campus.

Some of the off-campus partnerships we have developed have been with local four-year universities to provide students with field trips like **CSULB, CSUDH, UC Irvine, UC Riverside, and CSULA**. This upcoming Winter 2026, we will collaborate with **CSUDH Toro Auxiliary Partners** to use their facilities to provide training for our students as part of the Technology & Innovation Accelerator we will offer. Our students have also participated in **Caltech Connection** for the last five years. Caltech Connection is a "near-peer" mentorship and outreach program that pairs Caltech graduate students and postdoctoral scholars with undergraduates from local colleges.

e) List notable achievements that have occurred since the last Program Review.
In the last three years of our operations at the MESA|STEM Center, we have had a couple of accomplishments, including students receiving honors. Over the past two years, our center has averaged 33 students per academic year, and 9 of those students have transferred to four-year universities. This is an excellent accomplishment given our small program.

Additionally, our students have participated in several local and national programs that have added to their professional growth, such as:

- Caltech Connection
- Long Beach-Compton Data Science Learning Community
- NASA Community College Aerospace Scholar
- Summer Observational Astrophysics Retreat at Mount Wilson Observatory

This past Spring 2024, we awarded 12 scholarships to 8 students; all but 2 applied during our Hands-On Internship Scholarship Application Assistance. We will be hosting a similar workshop this winter 2026 to encourage students to apply for scholarships and to build their professional footprint.

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?
This is our first year doing Program Review; we do not have any data or recommendations to report on.

Student Services (2) - Program Environment Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?
The MESA|STEM Center is located on the second floor of the Library–Student Success Building (L-SSC 215), inside the Student Success Center. The Center includes a general study and service space equipped with 10 computers, three tables, four individual study stations with charging outlets, whiteboards, and program resource books. This area can accommodate up to 26 students at a time. Upon entering, students are greeted at the Program Specialist workstation, where they check in to the program database and receive initial support.

Adjacent to the main area is the workshop room (L-SSC 214), which is used for Academic Excellence Workshops, student project meetings, and STEM Club activities. This room includes two additional computers and access to 3D printers. It seats up to 10 students, though 8 fit comfortably for instructional activities. The Center also houses the MESA Program Manager's office, which is used for student onboarding, meetings, and storage.

The Center's computers are equipped with specialized software essential for STEM coursework, including physics programs such as Tracker and tools used in hands-on activities like Arduino. Students frequently use the computers to complete homework assignments, access MyCompton, and participate in workshop activities. Tutoring takes place in the general space, with tutors circulating and checking in with students during their scheduled shifts. Most tutoring occurs Monday through Friday from 12 p.m. to 4 p.m., when student traffic is highest. The Center's operating hours during full-term semesters are Monday–Thursday from 10 a.m. to 6 p.m. and Friday from 10 a.m. to 4:30 p.m.

While the MESA|STEM Center provides essential academic and support services, the current physical space is not sufficient to serve all students at peak times. As a result, additional campus computer labs and classrooms are regularly used to host MESA Orientations, workshops, and Friday activities. These events have been held in the Art Gallery, Instructional Building 2, L-SSC 108, and Math Science 203, depending on availability.

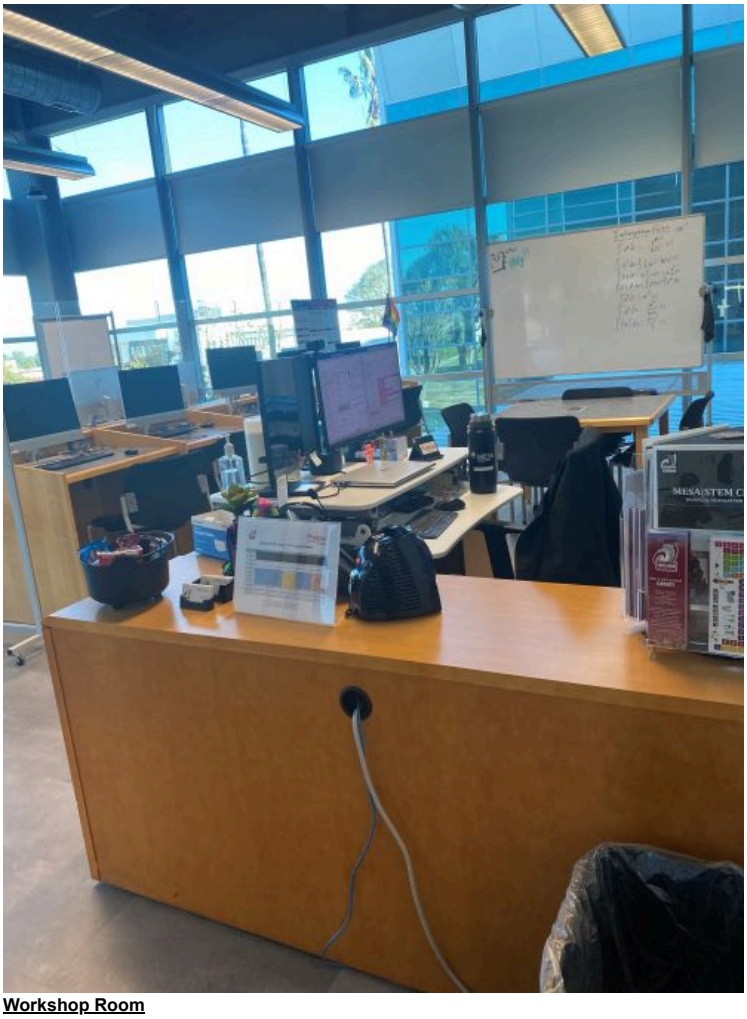
Overall, the MESA|STEM Center fosters an engaging, supportive, and resource-rich environment but continues to rely on additional campus spaces due to limitations in size and capacity.

View of the MESA|STEM Center

General Center Space


SAVE THE DATE

Program Specialist Workstation



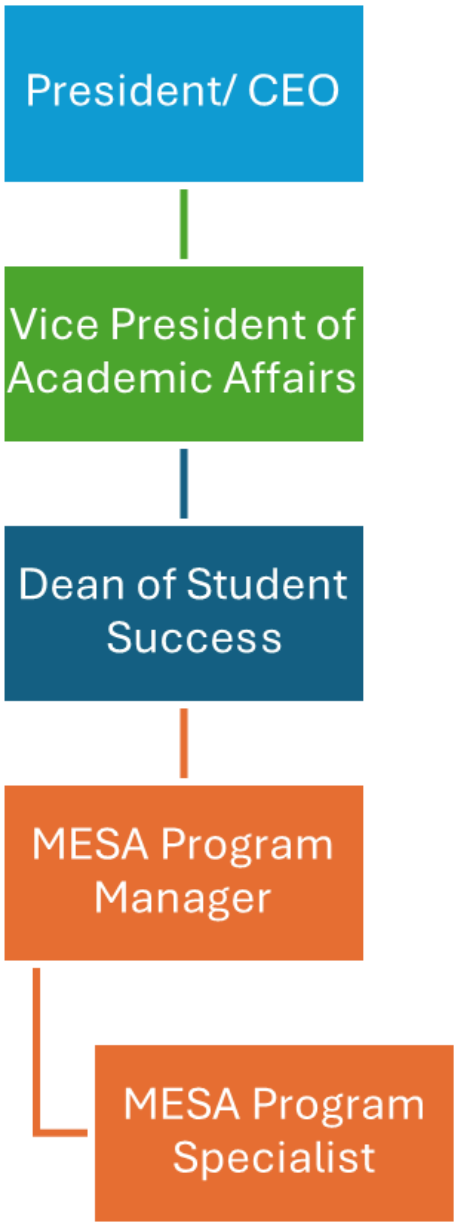
Workshop Room

Program Manager's Office

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The MESA|STEM Center is composed of two full-time staff members, the Program Manager as required by the grant (Component 1.2) and a Program Specialist (Component 1.3) who supports with data entry, student activities, local data, and report preparation. We are housed under the Vice President of Academic Affairs, and the MESA Program Managers reports to the

Dean of Student Success.



# of Positions	Position	Some of Duties Assigned
1	Program Manager (100%)	• Manages, administers, and coordinates all program activities • Manage all program budgets • Supervise staff, evaluation and personnel actions • Make final selection of students • Provides academic, personal, and career counseling to participants • Prepare reports • Coordinates program evaluations • Represents the program on institutional committees
1	Program Specialist (100%) - Starting January 2026, since July 2023, the position was 50% MESA, 50% Student Equity	• Analyzes baseline/academic data to determine a potential participant's academic need • Provides academic, personal, and career counseling to participants • Makes referrals to community agencies or other entities as appropriate • Maintains accurate contact records of each participant • Assist students with application process for the program
1	Professional Expert (provisional)	• Provisional – works about 8 hours per week • Work with Program Manager in selecting extracurricular activities that will provide students with hard skills • Provide supplemental materials for students • Provide instruction to program participants during our Make It Happen Project, High Altitude Balloon Project and more

2-3	Tutors (up to 20 hours per week)	• Conduct individualized tutoring for program participants in areas of mathematics, physics and chemistry • Conduct Academic Excellence Workshops for physics or chemistry • Attend required training • Inform Program Manager and Specialist of participants academic progress
5-10	Student Workers *	• Conduct library and field research using complex techniques and procedures • Collect, interpret, and analyze data • Maintain regular communication with the faculty/staff supervisor • Attend Monthly Check-In Meetings with the MESA|STEM Center Staff • Attend Weekly Project Meetings • Present findings at the annual Student Research Symposium • Perform other related duties as assigned

c) Describe the personnel needs for the next four years.
It is recommended that the district provide additional staffing support by funding an additional Program Technician or Program Specialist position and continuing to support student worker funding. Increased staffing is essential to meeting the program's growing demands, particularly during the spring and summer months.

Over the past four years, the MESA|STEM Center has led *Explore STEM!*, a high school enrichment initiative that requires extensive outreach and recruitment at local high schools. This work peaks between February and April and places a significant strain on current staffing levels. Similarly, in July and early August, demand is "all hands on deck" as staff simultaneously prepare for and operate the summer program while maintaining the Center's regular services. In Spring 2025 alone, staff conducted over 30 high school presentations and reached more than 800 students—a significant effort that is difficult to sustain without additional personnel.

Continued funding for student workers who participate in *Roots in Research* is also essential. For the past two years, robust funding has allowed the program to offer paid positions that prepare students for research experiences and STEM career pathways. These positions have proven highly beneficial, enabling participating students to strengthen their résumés and, in several cases, successfully continue research at their transfer institutions. However, as funding decreases, the program's capacity to offer these opportunities is at risk. Ongoing district support would ensure this high-impact training remains available to MESA students.

Overall, additional staffing and sustained student worker funding are critical to maintaining program quality, supporting outreach and enrichment initiatives, and ensuring the continued professional development of MESA students.

d) Describe facilities needs for the next four years.
As noted in Section (a), most of our events must be held outside the MESA|STEM Center due to limited space. Although we gained additional space in 2023, our program has continued to grow, and student utilization has increased significantly. If we aim to expand our services and meet the needs of a larger student population, additional space will be essential. The program would greatly benefit from access to a larger, dedicated area for workshops and events—ideally one that can comfortably accommodate at least 30 students, which reflects our average attendance for activities such as MESA Orientations.

A computer lab would be the most effective configuration, as many of our workshops and hands-on activities require students to log in and use specialized software. While we currently rely heavily on MS 203, the computers in that room are outdated, and many of the chairs are in disrepair, creating an environment that is not conducive to high-quality STEM learning. Additionally, in Spring 2025, our Physics workshop had to be relocated to the Math and Science building because our on-site workshop room could not meet student demand. Our students are also asking for more space. In our recent Customer Service Survey, students vocalized the need for a larger space and a quieter study area.

These continued space limitations make it challenging to scale the program and support the increasing number of students we serve. Securing an additional, properly equipped classroom or computer lab would significantly enhance our capacity to deliver high-quality services and support ongoing program growth.

e) Describe the equipment (including technology) needs for the next four years.
Our technology needs include having up-to-date computers for both staff and students in the MESA|STEM Center. Many of our student activities require technical proficiency—such as data analysis, coding, engineering simulations, and physics software—so access to powerful, reliable computers is essential to supporting learning and ensuring students can fully participate in our programs.

Additionally, we would like to enhance our workshop room by transforming it into a dedicated **Technology Skills Lab**. Equipping this space with new 3D printers, updated Arduino kits, and other hands-on STEM technology would greatly benefit students by giving them consistent access to tools that build practical engineering and problem-solving skills. Having these resources readily available would support project-based learning, strengthen academic workshops, and better prepare students for undergraduate research, internships, and future STEM careers.

Investing in these technology upgrades will improve the quality of our services and ensure that students have the tools they need to succeed in an increasingly technology-driven STEM environment.

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?
Yes, according to our recent customer service survey, 97% of students reported being satisfied with the current hours of operation. The MESA|STEM Center is open Monday through Friday, starting at 10 a.m., and closes at 6 p.m. Monday–Thursday and 4:30 p.m. on Fridays. These hours allow students to access the Center for projects, computer use, tutoring, and both academic and personal support.

However, when surveyed about potential extended hours, 62% of students indicated that they would utilize the Center if it were open later than 6 p.m. or on weekends. This suggests that extending hours could increase access and better accommodate student schedules.

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?
External factors, such as federal and state program or grant regulations and public university admissions requirements, are continuously monitored to ensure that the MESA program can adapt as needed. The Program Manager attends state trainings and conferences, and maintains ongoing communication with partner sites, providing timely updates on any external changes that may impact student success. This information is efficiently shared with program staff, enabling the team to anticipate challenges, adjust strategies, and implement necessary changes proactively and effectively.

Student Services (3) - Service Area Outcomes (SAO) Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) List and describe the program's SAO assessment results.

The MESA|STEM Center developed its Service Area Outcomes (SAOs) in Fall 2025. As noted earlier, the program has undergone a significant transition over the past two to three years, including shifting from Student Services to Academic Affairs and building the MESA program while meeting ongoing grant requirements. Despite the transition challenges, the following SAOs were developed, and some initial data were gathered:

- SAO#1. 60% of MESA students who meet program engagement requirements for two consecutive semesters will successfully transfer to a four-year university within three years, with a declared STEM major.
- SAO#2. By 2035, MESA students who utilize programming services will achieve an overall course success rate of at least 83%.
- SAO#3. 75% of Students participating in the MESA|STEM Center will report they were satisfied with the services (tutoring, workshops, hands-on activities, advising, etc.) provided by the MESA|STEM Center.

Results

(SAO#1) The MESA Program staff will track internally students who are actively engaged and enrolled in a four-year institution. The collected data will serve as baseline data for future SAOs. Currently, we have data for Cohort 1, the pilot cohort, which was part of the 2022-2023 academic year and started receiving MESA Program services in March 2023, having previously received services as the STEM Center. For cohort 1, 87.5% of MESA students who meet program engagement requirements for two consecutive semesters successfully transfer to a four-year university within three years with a declared STEM major. After 2025-2026, we will be able to analyze cohort 2.

(SAO#2) The MESA Program staff will work with Institutional Effectiveness to obtain MESA students' overall course success rates. Institutional Effectiveness is working on a Dashboard that will include MESA Program student data. Per the 2024-2025 dashboard, MESA Students had a 68% Course Success Rate overall. Moving forward, we need to focus on increasing this to 83%. Since this data is preliminary, we will closely examine the reasons for Spring 2026.

(SAO#3) Student surveys will be administered after activities/workshops, and a Customer Service Survey. This will be the data based on future SAOs. Per the Fall 2025 MESA|STEM Center Customer Service Survey, 75% of the participants were Very Satisfied with their experience at the MESA|STEM Center, and 25% were Somewhat Satisfied. Additionally, 63% Strongly Agreed that MESA services (e.g., tutoring, workshops, counseling) have supported their academic success, 34% Agreed, and 3% were Neutral. Some of the recommendations moving forward include working on the survey to match the SAO as closely as possible and continuing to improve services.

Service Area Outcome (SAO) Assessment Plan Template

Compton College **Service Area Outcomes (SAO) Assessment Plan**		
Mission: Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.		
Department/Program: MESA|STEM Center	**Date**	12/12/2025
SAO Statement(s): 1. 60% of MESA students who meet program **engagement** requirements for two consecutive semesters will successfully transfer to a four-year university within three years, with a declared STEM major. 2. By 2035, MESA students who utilize programming services will achieve an overall course success rate of at least 83%. 3. 75% of Students participating in the MESA|STEM Center will report they were satisfied with the services (tutoring, workshops, hands-on activities, advising, etc.) provided by the MESA|STEM Center. *Highlight **who**, **service**, and **outcome** in pink, blue, and green text.*		
Participants: Lorena Fonseca, Sheri Berger (VP of Academic Affairs), Carlos Maruri, Dennis Masias		
Assessment Plan (include metrics to be collected and data collection plan)	**Results**	
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Describe the process to make meaning of your SAO results: Who was involved? What points were brought up?	
Based upon the findings, please describe your plan to improve your services and the service area outcomes. Then detail the actions taken during the year, include detail about when you will do the actions (e.g., year or semester), who will receive the service, and what resources you will request to support the improvement effort. Once the action is completed, describe what improvement efforts you actually completed.	
Plan	**Actions Taken**
1. Collect data from Customer Service Survey 2. Review data from IE request for SAO#1, SAO#2.	1. Customer Service Survey will be developed and delivered in November 2025. 2.Submit an IE research request to collect data for SAO#1, SAO#2. 3. Saved data to be compared next to 2026-2027

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?
The people who will be involved in the creation of the MESA|STEM Center 2025-2026 SAO's will be the Program Manager, Program Specialist, and the STEM Counselor, and the Vice President of Academic Affairs provided some input.

c) How often are the SAOs assessed and who is engaged in the discussion?
Moving forward the best practice will be to assess the SAOs at the end of each academic year in June to help prepare for new academic year. Survey and information gathering will happen on a daily, weekly and monthly basis.

d) What has been done if the SAO assessment results were not as anticipated?
Not applicable

e) Where are the SAOs assessment results shared with staff, students, and the public?
SAO assessment results will be shared with campus community, which includes staff, faculty and students.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?
Preliminary data has been collected, not enough to make decisions but more data will collect in Spring 2026 and changes will be implemented from this information.

Student Services (4) - Program Improvement Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) What activities has the program engaged in to improve services to students?

The program has engaged in numerous activities to improve services for students. The program manager attends all required state conferences, typically offered in September and February. These conferences provide guidance on the proper implementation of grant components and strategies for meeting objectives that support students in achieving their academic goals.

Additionally, program staff survey students after each event to ensure the program meets its intended purpose and to gather ideas for future programming. The MESA|STEM Center also administers a Transfer & Exit Form Survey to all students transitioning out of the program, allowing the team to gain insights from those who have completed the program and now have a broader perspective.

We also plan to use the Customer Service Survey completed this fall 2025, to prepare for Spring 2026 and tackle some of the feedback provided, like adding more physics support, and expanding the variation of workshop topics.

Looking ahead, we plan to use SAO data to monitor and assess the efficiency and effectiveness of our services and programs.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.
The MESA|STEM Center has used a lot of survey results to improve the program activities offering as well as anecdotal information form alumni to increase the programming offer to give students more hands-on activities. We recently started getting added as part of the campus data dashboards created by Institutional Effectiveness where our last two cohorts have been tracked. We hope to use the data in dashboards to make more informed decisions about our students.

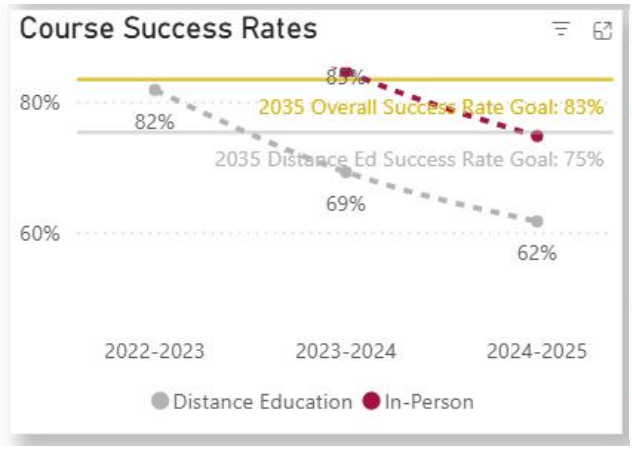
c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.
Based on data from the Institutional Effectiveness dashboard, student enrollment increased from 2022–2023 to 2024–2025. While this growth reflects positive program visibility and participation, it also coincided with challenges in several student success indicators.

Course success data indicate that students perform better in in-person courses than in online formats. Additionally, there was an overall decline in course success rates from 2022–2023 to 2024–2025. This decline may be partially attributed to the increase in program participation—from 10 students to 38—which limited the program's capacity to closely monitor and support each student. Although some students accessed services, they were not consistently engaged and eventually stopped participating. This highlights the critical role of adequate staffing and intrusive advising, which becomes more difficult to sustain as cohort size increases.

The program's Fall-to-Spring persistence rate remains strong at 100%, indicating that students generally remain enrolled within the same academic year. However, the Fall-to-Fall persistence rate for 2023–2024 was 76%, signaling an area for improvement in longer-term retention. As noted previously, some students disengaged from the program ceased attending the center and did not respond to outreach efforts. Building trust and sustained engagement with future cohorts will be a key focus moving forward.

Another notable trend is the decrease in certificates and degrees awarded from 2023–2024 to 2024–2025. This decline warrants further investigation to better understand contributing factors and to develop strategies that better support students in completing their academic pathways. In particular, challenges were observed in students' follow-through with required paperwork, even after meeting with a counselor.

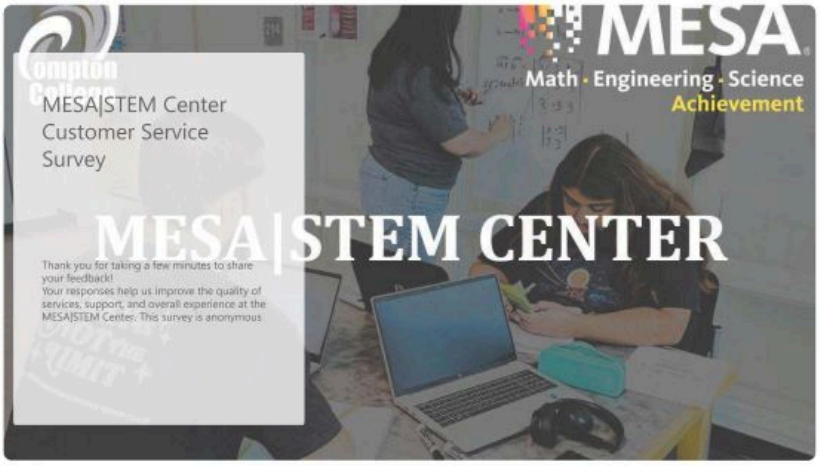
In response to these findings, the program will prioritize strengthening student follow-up processes, enhancing support for online learners, and using data more proactively to identify and intervene with at-risk students earlier. The program will also examine barriers to degree and certificate completion to ensure alignment with program objectives and to improve overall student success outcomes.



Student Services (5) - Customer Service Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) How was the survey conducted? Please include a copy of the survey.
The MESA|STEM Center Customer Service Survey was conducted during Fall 2025 using Microsoft Forms. The survey (see attached MESA STEM Center Customer Service Survey) was administered to students who used the MESA|STEM Center space throughout the semester. It included a combination of open-ended questions, multiple-choice items, and Likert-scale statements designed to assess students' perceptions of the Center's services, staff support, program hours, and overall environment.

Although the survey was delivered online, students were actively recruited to complete it through multiple methods. Staff invited students to participate in person during Center activities and events, and the survey link was also distributed through text message and posted on the MESA Canvas announcement page to maximize participation. This multi-modal approach ensured a representative sample of students and provided meaningful feedback about the program's strengths and areas for improvement. Due to our active engagement, we had 90% participation in the survey.



* Required

1. How often do you visit or use MESA|STEM Center services? *

- ◯ Daily
- ◯ A few times a week
- ◯ Once a week
- ◯ A few times a month
- ◯ Rarely

2. Overall, how satisfied are you with your experience at the MESA|STEM Center? *

- ◯ Very satisfied
- ◯ Somewhat satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Somewhat dissatisfied
- ◯ Very dissatisfied

3. How likely are you to recommend the MESA|STEM Center to another student? *

- ◯ Very likely
- ◯ Somewhat likely
- ◯ Neither likely nor unlikely
- ◯ Somewhat unlikely
- ◯ Very unlikely

Customer Service and Staff Support

4. MESA|STEM Center staff are welcoming and approachable. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

5. Staff members respond to questions or concerns in a timely and professional manner. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

6. The MESA|STEM Center communicates clearly and keeps students informed about workshops, tutoring, and opportunities. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

Programs, Hours, and Environment

7. MESA services (e.g., tutoring, workshops, counseling) have supported my academic success. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

8. How satisfied are you with the current MESA|STEM Center hours of operation?
Monday–Thursday 10 a.m.–6 p.m. and Friday 8 a.m.–4:30 p.m. *

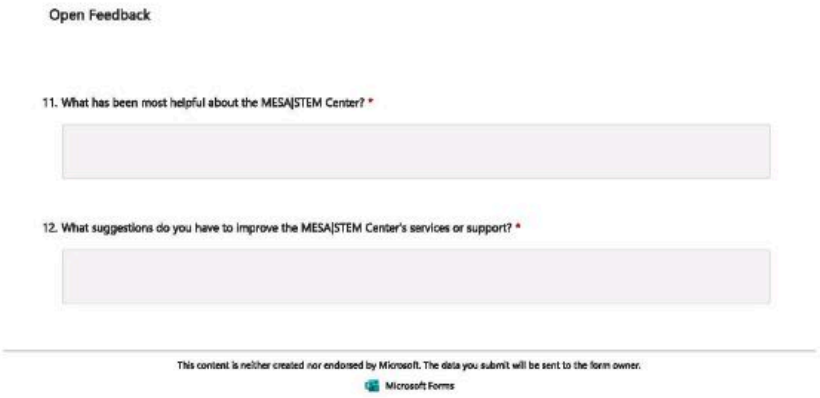
- ◯ Very satisfied
- ◯ Somewhat satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Somewhat dissatisfied
- ◯ Very dissatisfied

9. How likely would you use the MESA|STEM Center if we offered extended hours (after 6 p.m. or weekends)? *

- ◯ Very likely
- ◯ Somewhat likely
- ◯ Neither likely nor unlikely
- ◯ Somewhat unlikely
- ◯ Very unlikely

10. The MESA|STEM Center provides a welcoming and inclusive environment for all students. *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree


Open Feedback

11. What has been most helpful about the MESA|STEM Center? *

12. What suggestions do you have to improve the MESA|STEM Center's services or support? *

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

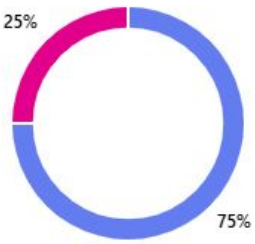
b) What were the major findings of the customer service survey?

During Fall 2025, the MESA|STEM Center administered its annual Customer Service Survey to all MESA|STEM Center participants. The survey, distributed through Microsoft Forms, gathered both quantitative and qualitative feedback on student satisfaction, service impact, staff support, and overall program environment. A total of 32 students completed the survey.

The results indicate exceptionally strong satisfaction with the MESA|STEM Center's programs and services. A majority of respondents reported frequent engagement with the Center, with 72% visiting daily or several times per week, demonstrating consistent reliance on tutoring, workshops, advising, and study resources. Overall satisfaction was notably high, with 100% of students reporting they were either "very satisfied" or "somewhat satisfied," and 94% stating they were "very likely" to recommend the Center to other students.

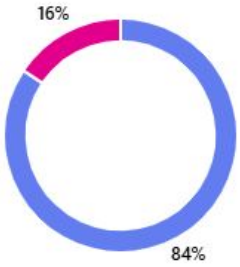
Overall, how satisfied are you with your experience at the MESA|STEM Center?

Very satisfied	24
Somewhat satisfied	8
Neither satisfied nor dissatisfied	0
Somewhat dissatisfied	0
Very dissatisfied	0



MESA|STEM Center staff are welcoming and approachable.

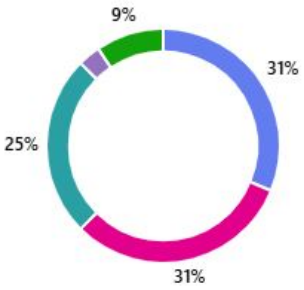
Strongly agree	27
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



Students also expressed high levels of confidence in staff support. Most respondents strongly agreed that staff are welcoming, approachable, and responsive to questions and concerns. Students reported clear communication regarding workshops, tutoring opportunities, and program announcements, reflecting effective outreach and customer service practices. Importantly, students recognized the academic impact of the program, with all respondents indicating that MESA services—including tutoring, workshops, and counseling—have supported their academic success.

How likely would you use the MESA|STEM Center if we offered extended hours (after 6 p.m. or weekends)?

Very likely	10
Somewhat likely	10
Neither likely nor unlikely	8
Somewhat unlikely	1
Very unlikely	3



Feedback on the physical environment was similarly positive, with students affirming that the Center provides a welcoming and inclusive space conducive to learning. However, the survey also revealed meaningful opportunities for improvement. While 97% of students were satisfied with the current operating hours, 62% indicated they would take advantage of extended evening or weekend hours, suggesting unmet demand for increased access. Students also recommended expanding workshop offerings, increasing access to hands-on STEM activities, and enhancing technology resources.

Open-ended comments highlighted tutoring support, staff approachability, and the sense of community as the most helpful aspects of the Center. Student suggestions focused on expanding access to the Center, including requests for Saturday hours, later evening availability, and extended tutoring support. Students also expressed interest in additional academic resources such as a physics tutor, more workshop variety, and more hands-on STEM activities. Several students recommended improving the physical space by adding a quiet study area, increasing room size, and displaying upcoming opportunities more visibly.

In summary, the survey results confirm that the MESA|STEM Center is delivering high-quality, high-impact services that students value and rely on. The feedback also underscores the need for expanded hours, additional instructional and technology resources, and continued program growth to match increasing student demand. These findings will guide future planning and resource requests as the program continues to strengthen academic success and support STEM pathways for MESA students.

c) Describe exemplary services that should be expanded or shared with other programs.
Exemplary services that should be expanded or shared include the MESA|STEM Center's high-quality tutoring, impactful workshops, and strong customer service, all of which students consistently praised in the survey. Our intrusive advising approach contributes to high student engagement, evidenced by a 90% survey completion rate and 94–100% attendance for field trips. These practices create a supportive, high-touch environment that promotes academic success and could be replicated or scaled across other programs.

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.
Survey feedback indicates that the primary area needing improvement is **expanded access to services**, particularly regarding operating hours, space, and availability of additional academic and technology resources. Students expressed interest in later evening hours, Saturday availability, a larger or quieter study space, and additional academic support, such as a physics tutor and more hands-on STEM activities.

To address these needs, the program will continue advocating for extended hours and additional staffing to support evening and weekend operations. The Center will also seek access to a larger, technology-equipped space to accommodate high workshop demand and improve the learning environment. Additionally, the program will work to expand tutoring coverage, increase

workshop variety, and enhance technology resources such as updated computers, 3D printers, and STEM kits. These improvements will strengthen student access, increase capacity, and ensure the continued delivery of high-quality services.

Student Services (6) - Conclusions and Recommendations Final Submission: Version by **Fonseca, Lorena** on **12/16/2025 18:20**

a) Summarize the program's strengths.
The MESA|STEM Center demonstrates strong commitment to continuous improvement and student-centered support. One of the program's core strengths is its intentional use of feedback mechanisms, including post-event surveys and the Transfer & Exit Form Survey, which provide valuable insights into student needs, satisfaction, and program impact. These regular assessments allow the program to refine workshops, services, and activities to ensure alignment with student expectations and academic goals.

Another key strength is the program manager's active participation in required state conferences each year. This ensures the program remains current with grant requirements, best practices, and evolving expectations, which in turn strengthens the program's ability to meet its objectives and support student success.

The program also shows strength in strategic planning by preparing to integrate SAO data into ongoing evaluation efforts. This commitment to data-driven decision-making positions the MESA|STEM Center to monitor the effectiveness and efficiency of its services more intentionally in the future.

Overall, the combination of consistent professional development, student feedback loops, and readiness to utilize SAO data highlights the program's strong foundation in continuous assessment, responsiveness, and alignment with student success goals.

b) Summarize the program's areas that need improvement.
While the MESA|STEM Center continues to demonstrate strong short-term persistence and growing student interest, several areas require focused improvement to sustain long-term student success. Fall-to-Fall persistence has declined, indicating a need for stronger retention strategies and more consistent engagement with students across academic years. As enrollment increased, overall course success rates decreased, suggesting that existing support structures are not yet scaled to effectively serve a larger student population. This challenge is particularly evident in online courses, where students consistently perform at lower levels than in-person formats. Additionally, the program would benefit from improved systems for tracking student progress, engagement, and outcomes to ensure timely interventions and more personalized support as the program continues to grow.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.
Recommendation 1: Hire a program technician to provide day-to-day operational support and conduct regular outreach to students to improve engagement, follow-up, and retention.

Recommendation 2: Increase dedicated space for the program by securing a guaranteed location within the Math and Science Building to host workshops, group tutoring, and collaborative student activities.

Recommendation 3: Invest in the Roots in Research program by funding at least 10 paid student research positions annually to expand access to on-campus research opportunities and strengthen student academic and career pathways.