

Student Services Program Review 2018/19 (Comprehensive)

AVANZA

**Created on: 10/01/2018 03:37:00 PM PST
Last Modified: 02/01/2019 12:01:05 PM PST**

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General Information (Student Services Program Review 2018/19 (Comprehensive))

2018/19 Student Services Program Review

Program Review Data and Resources

File Attachments:

1. **CRUISE_Annual_Student_Outcomes_2018_2.pdf** (See appendix)

Submission Information (REQUIRED)

- Name of Lead Writer
 - Agustin Rivera
- Name of Liaison
 - Vicki Miller
- Name of Manager/Service Area Supervisor
 - Larry Maxey
- Does your program/service have a specific role in directly supporting CTE instructional programs? (State **Yes** or **No**)
 - No

Faculty/staff (REQUIRED)

- Number of T/TT Faculty
 - None
- Number of Adjunct Faculty
 - None
- Number of Sections taught by T/TT Faculty (if applicable)
 - Not applicable
- Percent of FTEF taught by T/TT Faculty (if applicable)
 - Not applicable
- Number of Classified Professionals
 - One (1)
 - 12 Student Workers (NANCE)

Program/ Service Area Mission (REQUIRED)

a. CRUISE Program

Creating Rich Unique Intellectual Student Experiences (CRUISE) aims to prepare and engage new, incoming students through a three-day, on-campus experience. Participants will successfully identify resources necessary to excel academically, connect with other first-time students, and get to

know faculty through informal meeting spaces leading to a sense of belonging.

a. Peer Navigator Program

The San Diego Mesa College Peer Navigator Program is designed to guide and mentor new students through their first academic year of college. Students will achieve academic success and personal development through peer support and empowerment while providing professional growth and learning opportunities for Peer Navigators.

b.

Both programs promote access, equity, and help students achieve their success. Peer Navigators are second year students who have gone through the transition of attending Mesa through the CRUISE program. Peer Navigators serve as mentors to new, incoming students and use inclusive language when working with students, encourage on-campus learning through monthly peer led workshops and participate in on-going leadership trainings and professional growth. Leading by example, Peer Navigators are fully aware of the importance of providing a positive learning environment for all students. The CRUISE program, offered in the summer, winter, and weekend in January, aims at increasing student confidence, engagement and preparation at Mesa. The three-day program offers CRUISErs: team building exercises to create a strong bond with their Peer Navigator; campus tours to acclimate to the campus; counseling workshop to help students transfer their interest into possible career/major choices; exposure to academic (math and English) workshops; and create a sense of belonging through community based practices. CRUISErs develop a strong connection with their mentors and have demonstrated strong retention, persistence, and success rates.

▣ **Program Overview (REQUIRED)**

Form: 2018/19 Comprehensive Program Review Student Services Program Overview Section (See appendix)

▣ **Curriculum (REQUIRED)**

Not applicable

▣ **Outcomes and Assessment (REQUIRED)**

Form: 2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section (See appendix)

▣ **Program Analysis (REQUIRED)**

Form: 2018/19 Comprehensive Program Review Student Services Program Analysis Section (See appendix)

▣ **Program Goals (REQUIRED)**

AVANZA Goals for 2018-19

Goal

Goal	Mapping
CRUISE will offer tracks to accommodate student interest The CRUISE Program is committed to support the college's goal of supporting all students by providing individual "tracks" to support high school/recent high school graduates, Adult Learners, Veterans, Continuing Education, and International Students. The tracks will provide on-campus engagement techniques, service learning, academic resources referrals, and mentoring.	AVANZA Goals for 2018-19: CRUISE will offer tracks to accommodate student interest
1000 New, incoming students will participate in the CRUISE Program The collaboration between Promise and CRUISE will continue to increase student interest and result in higher enrollment. To meet student demand, CRUISE will offer more sessions throughout the academic year.	AVANZA Goals for 2018-19: 1000 New, incoming students will participate in the CRUISE Program
The Peer Navigator program will offer online mentoring To best support students, Peer Navigators will offer an online mentoring component to help new, incoming students transition to the campus. Using technology, mentors will hold monthly sessions, via web, to address students' needs and provide on-going support.	AVANZA Goals for 2018-19: The Peer Navigator program will offer online mentoring
Ten CRUISE participants will apply to become Peer Navigators Peer Navigators lead by example and will motivate their students to join the team the following	AVANZA Goals for 2018-19: Ten CRUISE participants will apply to become Peer Navigators

year. The unit requirement, coupled with the program's grade point average prerequisite, will set the foundation for future students. Peer Navigators hold their position for one academic year with the possibility of a sophomore year upon meeting program standards, academic standing, and professional growth.

Action Plans for Non CTE ONLY (REQUIRED)

Actions

AVANZA Goals for 2018-19

Goal

Goal: CRUISE will offer tracks to accommodate student interest

The CRUISE Program is committed to support the college's goal of supporting all students by providing individual "tracks" to support high school/recent high school graduates, Adult Learners, Veterans, Continuing Education, and International Students. The tracks will provide on-campus engagement techniques, service learning, academic resources referrals, and mentoring.

▼ Action: CRUISE Tracks

Describe the actions needed to achieve this objective:

Stronger collaboration with academic departments (math, English) and counseling to outline student needs and implement services, benchmarks, and follow-ups.

Who will be responsible for overseeing the completion of this objective:

Program Coordinator

Provide a timeline for the actions:

Spring semester Identify stakeholders to create success teams for each track/ Review existing data to plot new metrics Summer Pilot multiple

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

tracks during each session of CRUISE Gather feedback/data Fall semester Analyze data with program to determine successes and areas for improvement Create points of discussion for new ideas Discuss flow for pilots in the summer

Data from survey, in conjunction with annual report, will focus on retention, persistence, and success rates in comparison with control group. In addition, internal surveys are conducted midyear and end of the year to assist determining efficacy.

- Increased budget for student-worker training (hours)
- Designated time allotted for planning

Goal: 1000 New, incoming students will participate in the CRUISE Program

The collaboration between Promise and CRUISE will continue to increase student interest and result in higher enrollment. To meet student demand, CRUISE will offer more sessions throughout the academic year.

▼ Action: Increase in CRUISE participation

Describe the actions needed to achieve this objective:

To meet growing student demand, CRUISE would need clear timeline from interested, on-campus agencies to collaborate and effectively present sessions. Increase in amount of

	incoming students will dictate how many Peer Navigators are needed, determine sessions, and allocate funds.
Who will be responsible for overseeing the completion of this objective:	Program Coordinator
Provide a timeline for the actions:	Fall semester: Analyze data from program to create, if needed, new metrics to measure future items Meet with team to consider feedback Determine next steps Spring semester: Seek additional support (as needed) to implement programming Adjust metrics to gauge and capture participant feedback Summer: Pilot items as needed and determined to be effective for student programming
Describe the assessment plan you will use to know if the objective was achieved and effective:	Total amount of enrollment from CRUISE session throughout the academic year
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	<p>-Secure funding for all sessions to cover program expenses, like Peer Navigators, faculty, food, supplies, and all other associated costs</p> <p>-Research current trends from other institutions and related literature to strengthen program and meet goal</p>

Goal: The Peer Navigator program will offer online mentoring

To best support students, Peer Navigators will offer an online mentoring component to

help new, incoming students transition to the campus. Using technology, mentors will hold monthly sessions, via web, to address students' needs and provide on-going support.

▼ **Action:** Online Peer Navigator Sessions

Describe the actions needed to achieve this objective:

Reliable technology to withstand demands of length from mentoring sessions to ensure successful sessions. Additional training is also necessary to reinforce mentoring technique and adjust to new method.

Who will be responsible for overseeing the completion of this objective:

Program Coordinator

Provide a timeline for the actions:

Fall semester - Identify ten students taking online classes to pilot mentoring component
 online Winter intersession - Analyze amount of contacts throughout the semester to gauge services offered and talking points
 Spring semester - Open online component to another ten students
 Continue strengthening variables necessary to facilitate online sessions
 Summer Embed online component with Summer CRUISE

Describe the assessment plan you will use to know if the objective was achieved and effective:

Student feedback is gathered to determine success of program. Retention, persistence, and success rates are measured in comparison to other students who did not participate in online component.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty,

-Software to sustain online sessions
 -Dedicated computer equipment with camera to host sessions
 -Potential travel request to research any existing components

Other):

Goal: Ten CRUISE participants will apply to become Peer Navigators

Peer Navigators lead by example and will motivate their students to join the team the following year. The unit requirement, coupled with the program's grade point average prerequisite, will set the foundation for future students. Peer Navigators hold their position for one academic year with the possibility of a sophomore year upon meeting program standards, academic standing, and professional growth.

▼ **Action:** Peer Navigator Growth

Describe the actions needed to achieve this objective:

Funding to sustain additional student-workers. Currently, the program is designed to hold existing participants, but will need more Peer Navigators to keep up with the increased amount of incoming students.

Who will be responsible for overseeing the completion of this objective:

Program Coordinator

Provide a timeline for the actions:

Spring semester - Market, recruit, interview, and hire new student-workers
 Transition from academic year to summer session
 Summer - Hold Summer CRUISE
 Fall - Gather and analyze data from session
 Hold debrief to examine what changes need to be made
 Discuss new ideas to pilot during winter session

Describe the assessment plan you will use to know if the objective was achieved and effective:

The amount of Peer Navigators who start and finish the program will reflect student success as they create a connection with each student.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

- Funding for student-workers
- Cover costs for necessary program uniform
- Resources and time allotment for mentoring purposes

Project Plan for CTE Only (REQUIRED)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Closing the Loop (See appendix)

Request Forms

 **BARC & Facilities Requests**

 **Classified Position Request**

 **Faculty Position Request**

Reviewers

Liaison's Review

Form: Student Services Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Student Services Program Manager's Review 2018/19 (Comprehensive)

Appendix

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- A. **CRUISE_Annual_Student_Outcomes_2018_2.pdf** (Adobe Acrobat Document)
 - B. **2018/19 Comprehensive Program Review Student Services Program Overview Section** (Form)
 - C. **2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section** (Form)
 - D. **2018/19 Comprehensive Program Review Student Services Program Analysis Section** (Form)
 - E. **2018/19 Comprehensive Program Review Student Services Closing the Loop** (Form)
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Form: "2018/19 Comprehensive Program Review Student Services Program Overview Section"

Created with : Taskstream

Participating Area: AVANZA

(REQUIRED) Program/Service area name

AVANZA: Peer Navigator and CRUISE Programs

(REQUIRED) Program strengths

Discuss strengths of the program.

With the creation of a physical space for CRUISErs (participants) that includes the greater Mesa community, the AVANZA Student Engagement Center has welcomed students to an inclusive, diverse, and responsible area for students to connect with each other and their mentors. Home to the Peer Navigator program, the Center provides a dedicated Wi-Fi for students to take advantage of while checking out laptops during their visit, print and copier access, unique gathering spaces, access to movable white boards for studying, comfortable seating areas, and an exclusive workshop area for Peer Navigators to hold monthly workshops and various events. The Center also has independent cubicles for mentors to hold their monthly meeting with mentees. The established space also promotes Latinx culture, explores Latinx identity and self-awareness, and is a central location for Latinx student support.

Peer Navigators also help staff the Center. They are also responsible for meeting each student once a month in person. Communication is delivered electronically (email and social media). In person meetings result in a deeper mentor-mentee dynamic. Other two-way contacts include text messaging, phone calls, and social media communication. One-way contacts (announcements) are mostly sent via email and have proven to be useful keeping students abreast of center events. These efforts point to higher retention, persistence, and success rates with their mentees. Peer Navigators must keep a 2.75 cumulative grade point average and enroll in 12 units each semester. The GPA requirement, coupled with full-time student status, yield favorable academic results, stronger connection to the campus, set an positive example for students, and create a sense of belonging for Peer Navigators.

In conjunction with the Peer Navigator program, the CRUISE program has welcomed over 1800 new students the past three years through winter, Saturday, and summer sessions. The program has evolved from its inception. CRUISE is open to early and recent high school graduates, Continuing Education students, Veterans, Adult Learners, and International Students. Each session connects new students with a Peer Navigator who guide and support new students through a three-day program. Each day offers something new but pertinent to a student's academic and social foundation. CRUISErs, as they are more commonly referred, receive a campus tour to get familiar with the campus, locate classrooms and resources, and orient themselves to the college. In addition, CRUISE offers English and math workshops led by faculty, who review expectations of college courses, ease anxieties associated with the subject, and offer a unique way for students to get connected with faculty. Team building and developing opportunities occur every day of CRUISE with Peer Navigators, like-minded students, and faculty and Classified Professionals.

CRUISE has also made partnerships with an outside agency to help students better understand financial management. California Coast Credit Union holds a financial literacy simulation to challenge students to make wise monetary decisions. Using technology, CRUISErs download an application on their smartphones (or via laptop) to access a profile. The random profiles, ranging from cashiers to doctors, are also accompanied with daily expenses, taxes, and provide a Bite of Reality. To complete the module, students must visit the credit union table to demonstrate a successful attempt. CRUISE has also taken advantage of its student services to help students better acclimate to the campus. Meet

and Greet is CRUISE's version of department "speed dating." Representatives from Student Services situate at each table, participants spend three to five minutes learning eligibility requirements, and resources open for all students. Various departments have noted an uptick in enrollment as a direct result of Meet and Greet.

The brand recognition for both programs continue to grow with each session of CRUISE and Peer Navigator team.

(REQUIRED) Program challenges

Discuss challenges to the program.

Staffing:

The Peer Navigator and CRUISE programs were in need of full-time assistance to help with planning and organizing events, serve as the liaison between the programs and campus, and provide daily support to the Coordinator. In addition, the Center needed the personnel to help maintain the area, schedule workshops, process requests for the area, and keep accurate documentation of all programs. Temporary help was provided for a year and a half with the hire of Project Assistance; however, the weekly hour limitation impeded program development. In addition, the uncertainty of securing a permanent position impacted day-to-day student programming.

Peer Navigator Program:

Students applying to become Peer Navigators (PNs) are made aware of program standards, expectations, and responsibilities to help them succeed as mentors. A three-week training is held in June to prepare PNs for Summer CRUISE. The program also holds seminars once a month during the academic year focusing on professional growth, and weekly meetings are held to address program concerns. All efforts are aimed to support Peer Navigators successfully execute their tasks. However, staff turnover is inevitable. Peer Navigators not meeting program standards are placed on a progressive course of action to address work performance. Peer Navigators who have slumping grades are put on academic probation for one semester to improve GPA. They are responsible for communicating with their professor, must see a counselor, and meet a deadline. Overall, the program works hard to retain all members of the team, but we do have PNs transition out of the program. As a result, mentees are left without their mentor and can lead to breaking the established connection. Lastly, the PN program is working at addressing the "drop-off" experienced by mentees whose interest wanes in the second semester.

CRUISE Program:

CRUISE's popularity is increasing with each session offered. New students get to know and explore the campus by way of getting connected with Peer Navigators. As a result of student feedback, changes have been made to offer more session for all students. The challenge is how to scale the program in a cost-effective manner while retaining the value of workshops, activities and events on each day, and adequately using campus resources. The buy-in from the college is evident. Everyone comes together to offer new students with a unique experience, but finding ways to keep "quality over quantity" as a priority.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

CRUISE, the Peer Navigator programs, and the AVANZA Student Engagement Center have been established as a result of a Title V grant. The "soft-money" infused had led to greater resources for the campus, community, and incoming students. The results are clear; the programs are effective. Data has demonstrated favorable outcomes and the programs hope for full institutionalization to keep operating. Strengthening the need to retain such programs, CRUISE has collaborated with the Promise

program to support students receiving the scholarship. Over 800 students participated in the 2018 Summer CRUISE and the program will more than likely keep increasing.

(REQUIRED) Areas of Focus

Describe one or more areas that your program/service area is focusing on. You will refer to this response in the Program Analysis Section.

CRUISE:

Keeping the program sustainable as it continues to grow. We are also in the process of creating an online mentoring module to help students who are taking online courses.

Peer Navigators:

Modifying the mentor-to-mentee ratio. Currently, PNs average 60 to 70 students on their caseload and work a maximum of 20 hours per week. They are also required to maintain a minimum of 12 units to keep their student-worker status.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: AVANZA

(REQUIRED) Program/ Service Area name

AVANZA: Peer Navigator and CRUISE Programs

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program/office on target to complete SSO/SSPO assessment by Spring 2022?

CRUISE:

The program continue to provide participants with a head start in math, English, and personal development. CRUISE offers academic workshops, led by faculty, to aid with the transition to college by focusing on the expectations of college-level courses, the support students can expect with faculty, and resources available. A personal growth module is also offered to students to help develop interests to careers and majors. Activities presented during the workshops are supported by Peer Navigators and led by a counselor. Students gain an edge over other incoming students as campus tours promote location and awareness to help navigate the college. The addition of AVANZA Student Engagement Center has provide the space necessary to create a unique support system. At each session, CRUISE participants are asked to complete a pre and post survey to capture the experience over the three-day period. The instrument asks students to reflect on current experiences at Mesa, how connected they feel with the campus, the familiarity of Student Services/Programs, and if possible, to identify challenges they anticipate. At the conclusion of CRUISE, students are asked to complete the post survey. Assessment of CRUISE has been positive. Students reflect a better understanding of expectations from the academic workshops, demonstrate a strong connection with their mentors, and feel confident attending Mesa. Overall, the move of conducting the survey during CRUISE, as opposed to emailing it to students before and after they attended CRUISE, has been strong.

Peer Navigators:

Interest from students to become Peer Navigators continues to increase with each CRUISE session. The amount of applications expressing interest in the PN position has grown substantially. A true reflection the impact a mentor has on their students, applicants inquire about the hiring process well before the application is posted. The program is on path to fulfill the goal of promoting at least eight students to become Peer Navigators the following year, developing career and leadership skills, and enhancing the relationships between students and PNs. Helping the process, midyear and end of the year evaluations are conducted to hold PNs accountable for their job performance. The evaluations consists of setting individual goals, goals with mentees, areas they would like to grow in, expectations and support the program can provide. The open-ended questions facilitate self-reflection and work from a Peer Navigator's strength.

(REQUIRED) Please list your SSOs and/or SSPOs.

CRUISE:

1. CRUISE participants will get a head start in English, math, and personal development;

2. CRUISE participants will work directly with faculty how are committed to student success;
3. CRUISE participants will gain an edge over incoming students through campus exposure
4. CRUISE participants will devleop a unqiue support system

Peer Navigators:

1. Peer Navigators will develop positive relationships with new students;
2. Peer Navigators will devleop meaningful relationships with other Peer Navigators;
3. Peer Navigators will develop leadrship skills;
4. Peer Navigators will develop career skills

(REQUIRED) Student Services Offices: Please attach your schedule for assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

No answer specified

(REQUIRED) Student Services Programs: What progress have you made in your program outcomes assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

CRUISE:

Progress is evident. Results from the CRUISE survey point to academic workshops assisting students with the transition to college-level courses and a stronger connection to the campus,

July/August -

Summer CRUISE pre and post surveys are distributed on the first and last day of each session. This survey is for participants.

A separate, internal program survey to faculty, Classified Professionals and Peer Navigators is distributed. Results are gathered and used to determine next steps with CRUISE.

October -

Results from both surveys are analyzed with team. Suggestions are piloted during Winter CRUISE.

January -

Ideas from fall CRUISE planning meeting are implemented. Winter CRUISE pre and post surveys are distributed.

March -

Results from surveys are analyzed with special attention on pilot to determine implementation for Summer CRUISE.

Year-Round

In addition to the CRUISE survey, Summer CRUISE Student Outcomes are generated in January. The report captures the academic year (Fall and Spring) for Summer CRUISE participants and an additional semester is required to gather data for Winter and Saturday CRUISE participants (Spring and Fall). The report is submitted to document grant progress.

Peer Navigators:

Every year Peer Navigators set and identify individual goals that are used as benchmarks to promote personal growth, career and academic goals, and support reflection. Each PN is also asked to share what they would like to achieve from their year with their mentees. Peer Navigators meet with Program Coordinator twice per year and mid-semester.

September -

Distribute Peer Navigator Self-Evaluation. Document covers individual goals, goals with mentees, areas for improvement, support requested, and expectations.

Oct/Nov -

Meet with Program Coordinator to discuss semester progress, meeting program standards and address areas of concern.

December -

Midyear evaluation is discussed between PN and Coordinator and covers items set by PN in September.

January -

Review of goals set by PN to serve as motivation for the spring semester.

Feb/March -

Meet with Program Coordinator to discuss semester progress, meeting program standards and address areas of concern. Peer Navigators interested in returning for a second year must reapply for the position.

May -

Formal end of the year evaluation covers all items above. Position concludes at the end of the month.

June -

Job duties and expectations are covered with new team.

(REQUIRED) What have your completed assessments revealed about your courses or program?

CRUISE:

Summer CRUISE offers multiple sessions (five weeks) and has the most participants (over 800 in 2018). The program continues to produce strong components to help students: identify possible major/careers, help with academic planning, hone in on their interests, provide a safe place to understand the college transition and its expectations, and how to become engaged on the campus. CRUISE aims to match persistence rate from previous years and has successfully met its target. In addition to persistence, retention rates continue to be strong. Both variables have influenced students' success rates. What makes this finding impactful is CRUISE focuses on the connection piece to campus, yet the impact of the Peer Navigators, coupled with the student programming offered by CRUISE, directly affects students' academic standing.

Peer Navigators:

The goals set by the Peer Navigators are ambitious, but obtainable. Peer Navigators are asked to commit for one academic year. Their tenure with the program allows for the time needed to develop their skill set or to continue building upon their solid foundation. At the completion of the year, an end of the year evolution is done where each PN meets with the Coordinator to review PN performance and analyze long-term goals set by the PN. From the results, the program needs to focus more on clearly articulating what the position is, expectations of the job, and constant reminders that the program is compensating their efforts. As such, expectations need to be met. To help PNs develop their skillset, a monthly seminar was created to address time management (urgent vs. important), how to prioritize tasks, and identify items that are essential. The program anticipates seeing reduced truancies and improved efforts leading to a stronger and complete team.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

CRUISE:

One hurdle is researching how to meet the increasing demand of our incoming population. CRUISE has been successful at collaborating with Student Services and providing the space needed to connect with new students. As a result, participation has affected the time and frequency of how activities are scheduled. One suggestion offered is to reschedule workshops to hold multiple activities at once as opposed to a "block schedule." This will help us accommodate the amount of students we expect to see with future sessions.

Peer Navigators:

The program will pilot reducing the amount of students on each Peer Navigator's caseload by hiring more PNs and spreading a smaller, but equal amount of students. A reduced ratio should help PNs better manage full-time academic status, effectively support their mentees, and meet program expectations.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Budget

Please provide any other comments.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: AVANZA

(REQUIRED) Program/ Service Area name

AVANZA: Peer Navigator and CRUISE Programs

(REQUIRED) Using available data, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

Students participating in a CRUISE session and receiving mentoring from a Peer Navigator have higher retention and success rates. As reflected in the Annual Program Outcomes from 2017-2018, CRUISE participants had a higher retention rate, 92%, in comparison with the general campus at 86% and a higher success rate, 74% compared to 71%, respectively. The program believes a contributing factor to both rates are the monthly contacts received by mentees. Peer Navigators must meet each of their students once a month in person. The opportunity helps students address possible concerns and share referrals to on campus resources. Tutoring being a major resource and PNs sharing strategies on how to connect with faculty during office hours aid the process.

Disaggregated data also reveals higher rates for retention (91% vs 85%) and success (70% vs 68%) for our male students. The program is aware of the existing gap between female and male students. Peer Navigators are encouraged to provide additional support to male students, with an emphasis on students of color. African-American males participating in CRUISE and receiving support from a Peer Navigator demonstrated a retention rate of 90% in comparison to the general campus of 81%. Retention rates among Latino males were 90% when compared to the general campus at 83%. Our Asian/Pacific Islander male population significantly scored higher with a 93% retention rate (88% for general population) and 78% for success rates. Male students from traditionally marginalized backgrounds were not the only group to benefit from the program. African-American females demonstrated a 92% retention rate (compared to 83% for general population). In addition, success rates were also higher (61% vs 55%) and demonstrated a higher GPA (2.18 vs 2.14). Latina students had the highest retention rate at 93% when compared to the 85% of general population. Success rates were favorable: 74% versus 68%, respectively. Asian/Pacific Islander students pointed to a 95% retention rate and 86% success rate. Both rates are higher than the general campus of 89% and 79%. Included in our program outcomes are students from first-generation backgrounds. First-generation students attending CRUISE had a 92% retention rate (84% for general campus) and a 71% success rate (68% for general campus).

CRUISE participants also did well with online courses (90% vs 84%) as well as in person (93% vs 87%). Data shows the direct impact Peer Navigators have on students'™ success, retention, and GPAs. The majority of students attending CRUISE are recent high school graduates. Headcount demonstrated more than 500 students, in the 18-24 age group, leading to a 92% retention rate and 73% success rate with a 2.58 GPA.

(REQUIRED) How does your program help to prepare students for success beyond your classroom/office?

How does your program help to prepare students for success beyond your classroom/office?

Peer Navigators lead by example. They demonstrate the benefits of being involved on campus through action and narrative. CRUISE participants create a solid foundation that will serve well on their next step. A major indicator of how well mentors have affected their students is by the amount of applications to become a Peer Navigator received. CRUISEers walk away with the necessary skillset to adjust to their second year of college. They are equipped with the social capital to navigate the campus, aware of the requirements for student programming and services, are confident approaching

faculty, and develop the knowledge to create a support system. CRUISE alum are engaged in the community (as evident by the participation in community service), increase their self-esteem, and often time return as volunteers to help with CRUISE.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

CRUISE:

The program will pilot an online mentoring component to support students taking online courses. Utilizing Zoom, Peer Navigators will offer a monthly check-in to address a student's need. In addition, CRUISE is going to transfer all paper documents (applications, fliers, and schedules) to be embedded on the Mesa App. The partnership should increase the amount of students using the Mesa college application and help reduce printing costs. The program will also be exploring ways to cut down on spending in other areas. Helping the program to develop is the manner how pre and post surveys are distributed. In the past, Peer Navigators emailed students the pre-survey in hopes they would complete it before starting CRUISE and at the end. Due to a low turnout, the program shifted the time the surveys were distributed. Now, participants are asked to complete the survey during the first day of CRUISE and on the last day. Results from our pilot resulted in a higher volume of student participation.

Peer Navigators:

To alleviate the pressures of balancing full-time student status and to meet the responsibilities of the position, the program is exploring the possibility of reducing the amount of hours a PN can work and increasing the amount of Peer Navigators hired. A major challenge the program encounters each year is finishing the academic year with a complete team. The program strives to minimize staff turnover.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Currently, Peer Navigators go through the "M.E.E.T. on Common Ground" module, The Art of Inclusive Communication, and participate in the Safe Zone workshop to recognize differences and be mindful of their surroundings.

These steps are in addition to encouraging PNs to use inclusive language and to lead from a genuine place of care. Before each mentoring session, Peer Navigators are required to establish goals for the session to guide the conversation. CRUISE has incorporated outside agencies to help provide all students with a safe learning environment that promote equity.

(REQUIRED) Do you see trends in access to your programs or services? What changes might you foresee in the next 2-3 years?

The CRUISE and Peer Navigator programs anticipate a possible shift towards student focused programming. The foundation is set: Campus buy-in, mentoring component, and student programs focused on equity, are the variables needed to take CRUISE from an on-boarding, transitional program to include comprehensive student placement, counselors, mental health liaisons, and the creation of Success Teams made up of faculty, Classified Professionals and Peer Navigators. There is also a trend to provide "tracks." For example, an athlete session, general population track, Veteran track, and Continuing Education track. The individualized cohorts will continue to push retention, persistence, and academic success rates.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

Persistence. Success and retention rates are present and favorable, but persistence is a key component to reflect the efficacy of the Peer Navigator and CRUISE programs.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

Provide a comprehensive module to train Peer Navigators on major and career exploration. Peer Navigators are the first representation from Mesa College and data has backed their impact. In addition, the scale of CRUISE, which they staff, will make a great impact towards the college's effort. Currently, CRUISE offers a workshop aimed at exploring a students' interest, determine how to research a major, and lead to a career. The module is presented on the first day of CRUISE to help the change in mindset.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Strong Workforce Program Metrics:

- a. Number of Enrollments
- b. Number of students Who Got a Degree or Certificate
- c. Number of Students Who Transferred
- d. Percentage of Students Employed in Two Quarters After Exit
- e. Percentage of Students Employed in Four Quarters After Exit
- f. Median Earnings in Dollars Two Quarters After Exit
- g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
- h. Percentage Change in Earnings
- i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Closing the Loop"

Created with : Taskstream

Participating Area: AVANZA

(REQUIRED) Program/ Service Area name

AVANZA: Peer Navigator and CRUISE Programs

(REQUIRED) Which one(s) of the following were received in past year?

- Classified Professional

(REQUIRED) How have these resources benefited your program/service area and your students?

Securing Classified Professional has ensured daily program functions are met and student programming continues smoothly. Tasks delegated, like serving as a conduit between the program and campus, liaison between coordinator and team, and supporting students, have resulted in a sustained increase in student visits.

Creating Rich Unique Intellectual Student Experience (CRUISE) Mesa College Program Outcomes Report Fall 2017 and Spring 2018

Operational Definition

Enrollment

The number of seats enrolled, or duplicated headcount as of census. For example, if one student is enrolled in five classes, he or she is counted as five enrollments. Drops, never attends, cancelled, and tutoring classes are excluded from this metric.

Retention Counts

The number of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD. In other words, the number of students that remain in the class after census and receive a final grade other than W. Tutoring and cancelled classes are excluded from this metric.

Retention Rate

The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD (essentially a final grade other than a W) divided by total official census enrollments (Retention Counts / Enrollment). Tutoring and cancelled classes are excluded from this metric.

Success Counts

The number of students who complete a course with a passing grade (A, B, C, or P). Tutoring, non-credit, and cancelled classes are excluded from this metric.

Success Rate

The percentage of students who complete a course with a passing grade (A, B, C, or P) divided by total official census enrollments (Success Counts / Enrollment). Tutoring, non-credit, and cancelled classes are excluded from this metric.

Program GPA

The total grade point average from the courses enrolled in a given group. In other words, the total grade points earned divided by the number of units attempted within the group. Note that this figure only reflects grades and units attempted within the group.

Headcount

The unduplicated count of students in that category. For example, if one student is enrolled in five classes, they are only counted once. Headcount is only included in the tables for which the characteristics remain stable (Gender, Ethnicity, First Generation Status, etc.).

Class Online Status

Course sections designated as "Online/Hybrid" include online, online open-entry/open-exit, hybrid, or online with some meetings on campus. All other classes are categorized as "In Person" classes.

Note. Sample sizes less than 10 should be interpreted with caution.

Unreported data for age, gender, first generation status, and enrollment status are not displayed in this report.

"General Campus" includes students not involved in ANY Student Service programs included in the project.

Introduction

The following tables compare the success and retention rates for Program Participants as compared to the General Campus. Program Participants were identified by Program faculty, staff and/or administrators. The General Campus includes students not involved in ANY Student Services programs included in this project (see Table 11 for list of included programs). The summary tables are also designed to look at equity in outcomes within a program (i.e. program participant outcomes across gender). Therefore tables that include disaggregations across various demographic and students characteristics are also included.

It is important to note that small programs will include cell sizes of less than 5 which may allow individual students to be identified. Please note that this data is sensitive and should not be shared with external parties or any individuals for whom this information is not directly related to their job.

Table 1. Annual Program Outcomes

		Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	General Campus	27,732	89,069	75,780	85%	62,112	70%	2.71
2017-18	CRUISE	592	4,437	4,098	92%	3,278	74%	2.65
	General Campus	27,144	82,988	71,326	86%	58,696	71%	2.76

Table 2. Annual Program Outcomes by Gender

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	Female	General Campus	14,932	47,667	40,949	86%	34,168	72%	2.79
	Male	General Campus	12,800	41,402	34,831	84%	27,944	67%	2.62
2017-18	Female	CRUISE	342	2,579	2,402	93%	1,982	77%	2.76
		General Campus	15,040	45,767	39,717	87%	33,295	73%	2.84
	Male	CRUISE	250	1,858	1,696	91%	1,296	70%	2.49
		General Campus	12,104	37,221	31,609	85%	25,401	68%	2.66

Table 2.1. Student Headcount by Gender

		2017-18		
		Headcount	Headcount Percent	Enrollment
CRUISE	Female	342	58%	2,579
	Male	250	42%	1,858
	Total	592	100%	4,437

Table 3. Annual Program Outcomes by Age

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	Under 18	General Campus	1,065	2,224	2,125	96%	1,953	88%	3.10
	18 - 24	General Campus	15,043	57,013	48,514	85%	38,635	68%	2.57
	25 - 29	General Campus	5,379	15,223	12,783	84%	10,776	71%	2.85
	30 - 39	General Campus	3,849	9,333	7,883	84%	6,815	73%	3.00
	40 - 49	General Campus	1,370	3,180	2,733	86%	2,391	75%	3.11
	50 and >	General Campus	1,026	2,096	1,742	83%	1,542	74%	3.21
2017-18	Under 18	CRUISE	6	21	19	90%	10	48%	2.06
		General Campus	1,324	2,885	2,767	96%	2,593	90%	3.17
	18 - 24	CRUISE	534	4,078	3,758	92%	2,975	73%	2.58
		General Campus	14,659	52,648	45,205	86%	35,977	68%	2.61
	25 - 29	CRUISE	21	128	121	95%	116	91%	3.49
		General Campus	5,162	13,946	11,832	85%	10,018	72%	2.90
	30 - 39	CRUISE	20	128	123	96%	113	88%	3.44
		General Campus	3,712	8,598	7,337	85%	6,404	74%	3.06
	40 - 49	CRUISE	7	51	47	92%	41	80%	3.09
		General Campus	1,275	2,927	2,495	85%	2,188	75%	3.13
	50 and >	CRUISE	4	31	30	97%	23	74%	3.38
		General Campus	1,012	1,984	1,690	85%	1,516	76%	3.29

Table 3. 1. Student Headcount by Age

		2017-18		
		Headcount	Headcount Percent	Enrollment
CRUISE	Under 18	6	1%	21
	18 - 24	534	90%	4,078
	25 - 29	21	4%	128
	30 - 39	20	3%	128
	40 - 49	7	1%	51
	50 and >	4	1%	31
	Total	592	100%	4,437

Table 4. Annual Program Outcomes by Ethnicity

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	African American	General Campus	1,749	5,054	4,026	80%	2,932	58%	2.31
	American Indian	General Campus	77	225	200	89%	156	69%	2.61
	Asian/Pacific Islander	General Campus	3,016	9,638	8,439	88%	7,393	77%	2.98
	Filipino	General Campus	1,369	4,391	3,757	86%	3,146	72%	2.74
	Latino	General Campus	10,220	33,904	28,270	83%	21,918	65%	2.48
	White	General Campus	9,080	28,910	25,195	87%	21,735	75%	2.93
	Other	General Campus	1,763	5,725	4,855	85%	3,963	69%	2.71
	Unreported	General Campus	458	1,222	1,038	85%	869	71%	2.90
2017-18	African American	CRUISE	35	285	259	91%	180	63%	2.27
		General Campus	1,603	4,544	3,727	82%	2,732	60%	2.35
	American Indian	CRUISE	3	25	22	88%	20	80%	3.02
		General Campus	64	178	154	87%	134	75%	2.90
	Asian/Pacific Islander	CRUISE	75	551	517	94%	454	82%	3.13
		General Campus	2,987	9,184	8,135	89%	7,099	77%	2.99
	Filipino	CRUISE	27	202	186	92%	149	74%	2.86
		General Campus	1,343	4,076	3,563	87%	3,043	75%	2.85
	Latino	CRUISE	292	2,145	1,970	92%	1,492	70%	2.41
		General Campus	10,109	31,821	26,908	85%	20,931	66%	2.52
	White	CRUISE	110	834	782	94%	665	80%	2.87
		General Campus	8,783	26,489	23,140	87%	20,134	76%	3.00
	Other	CRUISE	25	169	158	93%	139	82%	2.73
		General Campus	1,793	5,462	4,630	85%	3,724	68%	2.68
	Unreported	CRUISE	25	226	204	90%	179	79%	2.99
		General Campus	462	1,234	1,069	87%	899	73%	2.95

Table 4.1. Student Headcount by Ethnicity

		2017-18		
		Headcount	Headcount Percent	Enrollment
CRUISE	African American	35	6%	285
	American Indian	3	1%	25
	Asian/Pacific Islander	75	13%	551
	Filipino	27	5%	202
	Latino	292	49%	2,145
	White	110	19%	834
	Other	25	4%	169
	Unreported	25	4%	226
	Total	592	100%	4,437

Table 5. Annual Program Outcomes by Education Objective*

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	Bachelor's Degree	General Campus	14,530	49,848	42,178	85%	34,209	69%	2.66
	Associate's Degree	General Campus	1,679	5,507	4,723	86%	3,923	71%	2.75
	Career / Vocational	General Campus	4,504	11,859	10,122	85%	8,661	73%	2.95
	Basic Skills / Ed. Development	General Campus	1,098	2,557	2,142	84%	1,817	71%	2.95
	Concurrent University Student	General Campus	2,672	8,776	7,543	86%	6,136	70%	2.69
	Undecided / Unreported	General Campus	3,249	10,522	9,072	86%	7,366	70%	2.66
2017-18	Bachelor's Degree	CRUISE	400	2,981	2,753	92%	2,219	74%	2.66
		General Campus	14,052	46,359	39,651	86%	32,230	70%	2.70
	Associate's Degree	CRUISE	25	162	146	90%	121	75%	2.73
		General Campus	1,581	4,941	4,227	86%	3,493	71%	2.77
	Career / Vocational	CRUISE	35	274	249	91%	197	72%	2.73
		General Campus	4,352	11,065	9,545	86%	8,240	74%	3.01
	Basic Skills / Ed. Development	CRUISE	18	136	133	98%	121	89%	3.03
		General Campus	1,246	2,771	2,425	88%	2,076	75%	3.01
	Concurrent University Student	CRUISE	38	302	273	90%	202	67%	2.40
		General Campus	2,593	7,841	6,817	87%	5,559	71%	2.69
	Undecided / Unreported	CRUISE	76	582	544	93%	418	72%	2.54
		General Campus	3,320	10,011	8,661	87%	7,098	71%	2.73

* Education Objective is reported on the application and remains static unless the student reapplies to the college following an absence.

Table 6. Annual Program Outcomes by First Generation Status

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	First Generation	General Campus	7,799	24,266	20,375	84%	16,226	67%	2.60
	Not First Generation	General Campus	19,928	64,795	55,398	85%	45,879	71%	2.75
2017-18	First Generation	CRUISE	205	1,546	1,421	92%	1,101	71%	2.52
		General Campus	7,454	22,264	18,809	84%	15,134	68%	2.67
	Not First Generation	CRUISE	387	2,891	2,677	93%	2,177	75%	2.71
		General Campus	19,686	60,715	52,510	86%	43,555	72%	2.78

Table 7. Annual Program Outcomes by Enrollment Status

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	First-Time Student	General Campus	1,605	6,171	5,301	86%	3,896	63%	2.39
	First-Time Transfer Student	General Campus	3,009	7,443	6,318	85%	5,120	69%	2.74
	Continuing Student	General Campus	19,188	67,640	57,414	85%	47,318	70%	2.71
	Returning Student	General Campus	1,524	3,101	2,430	78%	1,905	61%	2.70
	Returning Transfer Student	General Campus	874	1,578	1,292	82%	1,055	67%	2.83
	Current High School Student	General Campus	1,488	3,039	2,947	97%	2,759	91%	3.13
2017-18	First-Time Student	CRUISE	200	1,369	1,273	93%	1,013	74%	2.60
		General Campus	1,406	4,976	4,263	86%	3,109	62%	2.38
	First-Time Transfer Student	CRUISE	7	44	42	95%	38	86%	3.14
		General Campus	2,859	6,800	5,795	85%	4,712	69%	2.79
	Continuing Student	CRUISE	371	2,955	2,720	92%	2,178	74%	2.66
		General Campus	18,345	62,120	53,188	86%	43,865	71%	2.75
	Returning Student	CRUISE	10	53	47	89%	35	66%	2.33
		General Campus	1,532	3,020	2,475	82%	1,948	65%	2.70
	Returning Transfer Student	CRUISE	2	12	12	100%	10	83%	3.28
		General Campus	906	1,641	1,354	83%	1,066	65%	2.83
	Current High School Student	CRUISE	2	4	4	100%	4	100%	3.50
		General Campus	2,050	4,337	4,178	96%	3,946	91%	3.20

Table 8. Annual Program Outcomes by Class Online Status

			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	In Person	General Campus	19,453	68,804	59,041	86%	48,993	71%	2.71
	Online/Hybrid	General Campus	8,279	20,265	16,739	83%	13,119	65%	2.73
2017-18	In Person	CRUISE	543	4,061	3,758	93%	3,033	75%	2.65
		General Campus	18,401	61,754	53,525	87%	44,607	72%	2.75
	Online/Hybrid	CRUISE	49	376	340	90%	245	65%	2.62
		General Campus	8,743	21,234	17,801	84%	14,089	66%	2.78

Table 9. 1. Annual Program Outcomes by Ethnicity and Gender (Female)

			Female						
			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	African American	General Campus	896	2,657	2,133	80%	1,638	62%	2.47
	American Indian	General Campus	48	145	132	91%	104	72%	2.71
	Asian/Pacific Islander	General Campus	1,525	4,631	4,098	88%	3,655	79%	3.08
	Filipino	General Campus	708	2,270	1,978	87%	1,684	74%	2.85
	Latino	General Campus	5,768	19,037	16,014	84%	12,607	66%	2.55
	White	General Campus	4,784	15,212	13,435	88%	11,877	78%	3.05
	Other	General Campus	959	3,093	2,630	85%	2,147	69%	2.74
	Unreported	General Campus	244	622	529	85%	456	73%	3.00
2017-18	African American	CRUISE	16	124	114	92%	81	65%	2.37
		General Campus	854	2,473	2,048	83%	1,597	65%	2.52
	American Indian	CRUISE	1	10	10	100%	9	90%	2.48
		General Campus	37	109	90	83%	76	70%	2.83
	Asian/Pacific Islander	CRUISE	35	273	259	95%	236	86%	3.38
		General Campus	1,571	4,584	4,094	89%	3,621	79%	3.10
	Filipino	CRUISE	15	101	91	90%	74	73%	2.93
		General Campus	706	2,119	1,887	89%	1,641	77%	2.96
	Latino	CRUISE	194	1,434	1,331	93%	1,064	74%	2.58
		General Campus	5,872	18,430	15,750	85%	12,494	68%	2.60
	White	CRUISE	53	398	373	94%	319	80%	2.94
		General Campus	4,793	14,385	12,665	88%	11,215	78%	3.09
	Other	CRUISE	18	118	110	93%	96	81%	2.69
		General Campus	950	2,967	2,568	87%	2,127	72%	2.77
	Unreported	CRUISE	10	121	114	94%	103	85%	3.20
		General Campus	257	700	615	88%	524	75%	3.02

Table 9.2. Annual Program Outcomes by Ethnicity and Gender (Male)

			Male						
			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	African American	General Campus	853	2,397	1,893	79%	1,294	54%	2.14
	American Indian	General Campus	29	80	68	85%	52	65%	2.42
	Asian/Pacific Islander	General Campus	1,491	5,007	4,341	87%	3,738	75%	2.88
	Filipino	General Campus	661	2,121	1,779	84%	1,462	69%	2.63
	Latino	General Campus	4,452	14,867	12,256	82%	9,311	63%	2.40
	White	General Campus	4,296	13,698	11,760	86%	9,858	72%	2.80
	Other	General Campus	804	2,632	2,225	85%	1,816	69%	2.67
	Unreported	General Campus	214	600	509	85%	413	69%	2.79
2017-18	African American	CRUISE	19	161	145	90%	99	61%	2.18
		General Campus	749	2,071	1,679	81%	1,135	55%	2.14
	American Indian	CRUISE	2	15	12	80%	11	73%	3.44
		General Campus	27	69	64	93%	58	84%	3.00
	Asian/Pacific Islander	CRUISE	40	278	258	93%	218	78%	2.89
		General Campus	1,416	4,600	4,041	88%	3,478	76%	2.88
	Filipino	CRUISE	12	101	95	94%	75	74%	2.78
		General Campus	637	1,957	1,676	86%	1,402	72%	2.74
	Latino	CRUISE	98	711	639	90%	428	60%	2.06
		General Campus	4,237	13,391	11,158	83%	8,437	63%	2.42
	White	CRUISE	57	436	409	94%	346	79%	2.81
		General Campus	3,990	12,104	10,475	87%	8,919	74%	2.90
	Other	CRUISE	7	51	48	94%	43	84%	2.83
		General Campus	843	2,495	2,062	83%	1,597	64%	2.58
	Unreported	CRUISE	15	105	90	86%	76	72%	2.74
		General Campus	205	534	454	85%	375	70%	2.87

Table 10.1. Annual Program Outcomes by Ethnicity and Distance Education

			In Person						
			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	African American	General Campus	1,115	3,494	2,836	81%	2,130	61%	2.33
	American Indian	General Campus	51	169	151	89%	117	69%	2.52
	Asian/Pacific Islander	General Campus	2,151	7,428	6,527	88%	5,758	78%	2.95
	Filipino	General Campus	967	3,385	2,919	86%	2,484	73%	2.74
	Latino	General Campus	7,403	27,088	22,811	84%	17,897	66%	2.47
	White	General Campus	6,265	22,060	19,386	88%	16,934	77%	2.94
	Other	General Campus	1,212	4,306	3,665	85%	3,034	70%	2.71
	Unreported	General Campus	289	874	746	85%	639	73%	2.91
2017-18	African American	CRUISE	33	253	232	92%	166	66%	2.29
		General Campus	1,002	3,219	2,681	83%	2,029	63%	2.37
	American Indian	CRUISE	3	24	21	88%	19	79%	2.96
		General Campus	42	127	114	90%	99	78%	2.85
	Asian/Pacific Islander	CRUISE	67	485	455	94%	403	83%	3.14
		General Campus	1,999	6,707	5,977	89%	5,229	78%	2.95
	Filipino	CRUISE	26	184	169	92%	135	73%	2.84
		General Campus	876	2,940	2,593	88%	2,257	77%	2.86
	Latino	CRUISE	265	1,971	1,814	92%	1,396	71%	2.43
		General Campus	7,099	24,406	20,831	85%	16,435	67%	2.52
	White	CRUISE	100	773	727	94%	616	80%	2.86
		General Campus	5,895	19,564	17,215	88%	15,160	77%	3.00
	Other	CRUISE	25	162	152	94%	135	83%	2.75
		General Campus	1,188	3,940	3,375	86%	2,766	70%	2.70
	Unreported	CRUISE	24	209	188	90%	163	78%	2.91
		General Campus	300	851	739	87%	632	74%	2.95

Table 10. 2. Annual Program Outcomes by Ethnicity and Distance Education

			Online/Hybrid						
			Headcount	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2016-17	African American	General Campus	634	1,560	1,190	76%	802	51%	2.28
	American Indian	General Campus	26	56	49	88%	39	70%	2.87
	Asian/Pacific Islander	General Campus	865	2,210	1,912	87%	1,635	74%	3.08
	Filipino	General Campus	402	1,006	838	83%	662	66%	2.75
	Latino	General Campus	2,817	6,816	5,459	80%	4,021	59%	2.52
	White	General Campus	2,815	6,850	5,809	85%	4,801	70%	2.91
	Other	General Campus	551	1,419	1,190	84%	929	65%	2.71
	Unreported	General Campus	169	348	292	84%	230	66%	2.87
2017-18	African American	CRUISE	2	32	27	84%	14	44%	2.04
		General Campus	601	1,325	1,046	79%	703	53%	2.28
	American Indian	CRUISE		1	1	100%	1	100%	4.00
		General Campus	22	51	40	78%	35	69%	3.06
	Asian/Pacific Islander	CRUISE	8	66	62	94%	51	77%	3.07
		General Campus	988	2,477	2,158	87%	1,870	75%	3.11
	Filipino	CRUISE	1	18	17	94%	14	78%	3.02
		General Campus	467	1,136	970	85%	786	69%	2.84
	Latino	CRUISE	27	174	156	90%	96	55%	2.16
		General Campus	3,010	7,415	6,077	82%	4,496	61%	2.54
	White	CRUISE	10	61	55	90%	49	80%	3.06
		General Campus	2,888	6,925	5,925	86%	4,974	72%	2.99
	Other	CRUISE		7	6	86%	4	57%	2.21
		General Campus	605	1,522	1,255	82%	958	63%	2.64
	Unreported	CRUISE	1	17	16	94%	16	94%	3.80
		General Campus	162	383	330	86%	267	70%	2.96

Table 11. Programs Included in the Project*

	2016-17					2017-18				
	Reported Headcount	Matched Headcount	Match Rate	Enrolled During Reporting Terms-SDCCD	Enrolled During Reporting Terms-Mesa	Reported Headcount	Matched Headcount	Match Rate	Enrolled During Reporting Terms-SDCCD	Enrolled During Reporting Terms-Mesa
ADVOC8						28	28	100%	28	28
CRUISE						608	601	99%	593	592
LEAD						30	30	100%	30	30
Scholarship						176	175	99%	175	174
Student Conduct						65	64	98%	62	61
ASG	28	28	100%	28	28	17	17	100%	17	17
Athletics	389	388	100%	386	385	422	422	100%	422	422
DSPS	1,676	1,651	99%	1,375	1,314	1,729	1,630	94%	1,448	1,371
EOPS	754	753	100%	751	750	782	781	100%	777	777
EOPS_Borderless	49	49	100%	49	49	65	62	95%	61	59
EOPS_CARE	19	19	100%	17	17	31	31	100%	31	31
EOPS_FAST	50	50	100%	49	49	48	47	98%	46	45
FYE_FA_SP	67	67	100%	67	67	63	63	100%	63	63
FYE_FallONLY	23	23	100%	23	23	32	32	100%	32	32
Honors	779	779	100%	779	779	861	861	100%	861	861
International	265	265	100%	264	264	320	320	100%	319	313
MAAP	557	545	98%	428	423	437	395	90%	378	376
Mesa_Academy	82	81	99%	79	79	65	64	98%	64	64
Puente	28	28	100%	28	28	25	25	100%	25	25
SSE_Direct Support	165	164	99%	159	159	167	163	98%	160	158
Stand	428	409	96%	401	395	919	875	95%	860	850
STAR_TRIO	212	212	100%	212	212	226	225	100%	221	219
Veterans	794	794	100%	794	791	1,087	1,085	100%	1,068	1,050

*Programs are NOT mutually exclusive. Students may be included in more than one program. Matched Headcount includes those that were able to be matched in our local DataMart.