

Student Services Program Review 2019/20 UPDATE

AVANZA

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer
 - ◊ Agustin Rivera
- Name of Liaison
 - ◊ Vicki Miller
- Department Chair
 - ◊ L. Maxey
- Name of Manager/Service Area Supervisor
 - ◊ L. Maxey

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

AVANZA Goals for 2018-19

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.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

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.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

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.

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CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness, Information Literacy, Professional & Ethical Behavior

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.

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Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (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 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
Describe the assessment plan you will use to know if the objective was achieved and effective:	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.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	-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

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

needed and determined to be effective for student programming
 Total amount of enrollment from CRUISE session throughout the academic year

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

-Secure funding for all sessions to cover program expenses, like Peer Navigators, faculty, food, supplies, and all other associated costs
 -Research current trends from other institutions and related literature to strengthen program and meet goal

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

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

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 to 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

GOAL STATUS REPORT (REQUIRED)

Action Statuses

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.

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List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	-Increased budget for student-worker training (hours) -Designated time allotted for planning

Status for CRUISE Tracks

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	

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

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Action: Increase in CRUISE participation

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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 to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	-Secure funding for all sessions to cover program expenses, like Peer Navigators, faculty, food, supplies, and all other associated costs -Research current trends from other institutions and related literature to strengthen program and meet goal

Status for Increase in CRUISE participation

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	Students receiving support from both programs will have a higher persistence, retention and success rate.
If the Current Status was not marked Completed, what are the implications and next steps:	

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

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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 to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	-Software to sustain online sessions -Dedicated computer equipment with camera to host sessions -Potential travel request to research any existing components

Status for Online Peer Navigator Sessions

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

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.

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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 to 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

Status for Peer Navigator Growth

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	More new, incoming students attending Mesa will receive sufficient support to be successful on campus.
If the Current Status was not marked Completed, what are the implications and next steps:	

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: AVANZA

(REQUIRED) Program name

AVANZA: Peer Navigator and CRUISE Programs

(REQUIRED) Are you on target with your assessment schedule?

CRUISE:

CRUISE participants have a higher retention, persistence and success rate than non-CRUISE participants. Assessing each variable is conducted at the end of each year for program improvement and grant reporting purposes. During the first semester, CRUISEs are asked for their feedback to allow the program to offer more student-centered activities the following semester. The program also sends a survey to CRUISE participants after the session asking how it can improve and what changes can be made. In addition, the survey also asks how their PN can improve and to identify their strengths. Throughout the academic year, the program asks CRUISE participants what they would like.

Peer Navigator:

All new, student leads are asked to complete a self-evaluation that sets: short-term (3-month) and long-term (9-month) goals with their mentees and individually; areas for growth; support needed to be a successful mentor; and expectations of the Program Coordinator and Senior Student Services. The comprehensive form helps with planning for the academic year and allows for time to adjust. Weekly reports are also required to be completed. Each report asks the PN to identify an area to be proud of and what the program can do to help. The report is utilized to inform the program what workshops to offer during the semester.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

CRUISE:

Overall, the program is strong. The sessions offered take aim at providing a safe and secure learning environment for new, incoming students to feel welcomed. The "no pressure" approach allows participants to successfully navigate the campus while being introduced to various student programs/services. When asking participants for feedback, many have suggested reducing the amount spent at CRUISE. For example, five hours may be too much for students to commit. Current collaborations with Promise, International Student Orientation, Athletics, and Athletes have been successful. CRUISE is piloting a revised session for the upcoming year. One change that should favor the cost of the program and meet the recommendations of students is reducing the amount spent in class for an earlier dismissal. In addition, our parental workshop will be offered online. A virtual campus tour and Prezi presentation will now take place to offset weekend efforts. Athletics has also been suggested to be offered during the middle of CRUISE as opposed to the last session. Another suggestion that came up was to have more time for Meet and Greet, CRUISE's version of a resource fair.

Peer Navigator:

Peer Navigators are current second-year, full-time students. The majority of PNs on the team this year attended a previous CRUISE session. A benefit to the program, they are cognizant of what needs to take place to be successful mentors. Part of their role to help others is to start with themselves. To help shift the focus to each PN, liaisons have been requested. In collaboration with Student Health Services, a Mental Health Liaison has been created to support the team. Once a month a therapist attends the weekly meeting to help increase confidence and promote mental health. By removing the stigma behind mental health, and participating in therapy, Peer Navigators are facilitating the connection needed to bridge students with mental health. The program also piloted holding two trainings: one to focus on CRUISE preparation and another to focus on mentoring during the academic year. The first training is held for three weeks and focuses on bonding as a team, empowering them as student leaders, identifying resources on campus and getting ready for the multiple sessions. The latter session focused on responsibilities as a Peer Navigator, holding office hours, student meetings, emails and the other work related trainings. The program discovered the trainings are not only necessary, but needed. To support new, incoming mentors, Veteran PNs mentor PNs by holding monthly check-ins. The program has seen an uptick with morale and decreased "burnouts."

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

CRUISE:

Program will pilot new session during Winter CRUISE. After session, participant and team feedback is gathered and evaluated. New approach should meet the demands of incoming students. A revamped training to address the needs of the new session is in order. The growth of the program also dictates what and how many resources are required. Now, CRUISE is able to accommodate 900 students.

Peer Navigator:

Resources are contingent on growth of CRUISE and amount of sessions offered. Currently, 16 Peer Navigators mentor 1,000 first-year students. The amount can increase if the program is afforded additional Peer Navigators to help with increased amount. The program is also working on securing to have a Counselor work with CRUISE participants, similar to Hot Spot Counseling. To support the team the program is piloting liaisons with Student Health Services and Counseling.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: AVANZA

Program Name

(REQUIRED) Type your program/ service area name.

AVANZA: Peer Navigator and CRUISE Programs

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

CRUISE:

The program is open to all new, incoming students planning to attend Mesa for their first academic year. Students who participated in CRUISE had a higher success and retention rate when compared with comparison group. For the 2017-18 academic year, Black/African-American students demonstrated a 13% increase (64% vs 51%) in success (C or higher in courses), White students were 9% higher (83% vs 74%) and Latinx students reported a 5% increase (69% vs 64%). Retention rates are also significantly higher: B/AA - 91% vs 79%; W - 94% vs 88%; and LX - 93% vs 86%. These figures are not surprising as CRUISE offers yearlong mentorship to best support new students. Peer Navigators (mentors) provide one and two-way contacts to their mentees (CRUISE participants). Students who received 30 or more one-way contacts (email, text) had a higher retention rate (93%) than those who only received 10-19 (91%). A favorable percentage and one that is reflected with such positive percentages. The more contacts a student receives, the higher their success and retention rates.

Summer CRUISE also piloted a collaboration with Mathletics. Offered on the last week of CRUISE, the majority of students attended the session as it was a requirement for the Promise program. Close to 50% of students in the session identified as Latinx with White students coming in at 17%. Each workshop presented to help students either refresh on their math skills, reduce math related anxiety or to get a head start on the subject. Since this is a piloted session, more data is needed to fully understand the impact the session had on all group of students. In addition to the collaboration with Mathletics, CRUISE has also partnered with the Promise program. Promise has made attending CRUISE a requirement.

As such, marketing from CRUISE relied heavily on Promise. And the District was also going through a transition to Campus Solution. These variables contributed to CRUISE's outreach.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Data is currently limited to the past two years, 2016/17 and 2017/18. There was a transition in 2016, which affected how data was captured and reported. From Google Docs to SARS and having four Peer Navigators step down from the program, patterns were static. For example, the change in Peer Navigators resulted in distributing the caseload among the team. Some students elected to use this opportunity to step away from the program. However, for those who stayed behind, data reflected strong outcomes. In collaboration with the CRUISE program, Peer Navigators provide on-campus support throughout the academic year. Of interest to the program and campus is the term-to-term persistence rate. CRUISE participants had a significantly higher percentage rate going into their third term. Summer CRUISE participants were 26% more likely to enroll in a third term than students who did not go through CRUISE (76% vs 50%). Participants the following year (2017/18) also reflected a higher persistence rate, 68% vs 49%. The impact a Peer Navigator has on students extends further than social support and campus engagement. Academic success rates are higher for students who participate in CRUISE. What makes this discovery more impactful is the focus of the program. Peer Navigators do not provide academic tutoring. Mentorship provided by a Peer Navigator directly affects a mentee's grades. Reflected in our data, the equity gap in retention and success, has remained steady with CRUISE.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

Mentoring. The CRUISE and Peer Navigator Programs are separate programs, but work together to help first-year students transition to Mesa. Each Peer Navigator is assigned 60 to 80 mentees and responsible to hold a monthly, in-person check-in throughout the academic year. During each monthly meeting, Peer Navigators engage in intentional mentoring by asking their mentees how they are doing in school, provide words of encouragement, and refer them to appropriate resources on campus (if needed). The Peer Navigator program strongly believes the check-in serves to hold students accountable and practice intervention strategies to motivate mentees. Such an example exists with our referral process. Acknowledging boundaries, Peer Navigators encourage students to visit the tutoring center by walking them over. In addition, PNs are also encouraged to attend tutoring to maintain their GPA requirement to be eligible for the PN program. The effort serves a twofold mission: it removes the stigma that only certain students attend tutoring, and motivates mentees to seek out on-campus resources. Modeling the behavior from their mentors, we are confident new students aspire to be PNs. As previously mentioned, PNs do not provide academic tutoring, yet their influence is reflected in the data. Grade Point Averages are higher for mentees and they enroll in more units. During the 2016 Summer CRUISE event, CRUISE participants attempted to take more units than those who did not go through the program (12.4 vs 9.7). This pattern continued to the following year. The 2017 Summer CRUISE event saw an increase in units enrolled for the fall at 13 units compared to 9.6 for those who did not participate in CRUISE. Success, persistence, and units enrolled are three variables the Peer Navigators heavily influence. Aiding retention and persistence efforts can also be contributed to Promise's requirement of being enrolled in 12 units. The partnership between both programs is beneficial for participating students.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Peer Navigators encourage their mentees by also serving as role models. Peer Navigators are full-time students who are often involved with various on-campus clubs and/or organizations. Serving as

liaisons between the campus and students, Peer Navigators are held to a high standard. Practices the program currently employs to increase student success is setting a GPA requirement of 2.75. This helps CRUISE participants strive to have that as their PN is at that standard. The program also encourages PNs who are not at that standard to pursue tutoring and provide documentation of their visit. The approach also promotes accountability and motivation. In turn, their mentees are influenced to follow in PNs footsteps. However, only students who participated in a CRUISE session will receive a mentor. Presently, CRUISE is only offered in the summer (July) and winter (January) months. Contingent on budget and shared governance, the Peer Navigator program could offer additional and open mentoring. For example, similar to drop-in services, a liaison can serve to provide referrals to on-campus resources, guide students to appropriate programs and answer questions. Should this approach be adopted, the liaisons could also target Umoja, Puente and other cohort-based classes. The Peer Navigator program is working hard at increasing Latinx and African-American males participating in the program. Presentations in Umoja and Puente have been conducted to help increase Latinx/African-American male representation.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

Both programs employ equity practices with all decision making. From the composition of our Peer Navigator team to the marketing of our CRUISE sessions, both programs recognize Mesa as an HSI. Each website contains a Spanish version to inform all interested parties about the services offered and how to be eligible. At the start of each year, new Peer Navigators are provided with an overview of our Title V designation and the scope of our grant. The program handbook also includes a description highlighting the nascent of the Peer Navigator program. The CRUISE program also offers bilingual flyers, attend Parent Info Nights (hosted by Outreach) in Spanish, and program data is strong.

(REQUIRED) A6. Have you identified resource needs?

Yes. The Peer Navigator program has successfully established an infrastructure to train new mentors, retain Peer Navigators, and promote growth. The program has gone through various cycles to identify and establish the most impactful practices. To accommodate for the largest turnout the Peer Navigator and CRUISE programs have supported, 16 PNs were hired to successfully welcome 1,000 students for the 2019 Summer CRUISE over six weeks. Similar to the PN program, the CRUISE program is set to pilot a new version to consolidate sessions and provide an earlier end time. To assist with program funding, collaborations with other programs have helped ease the financial strain. If the amount of new, incoming students is set to increase, the program would also need to increase the number of Peer Navigators.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

In order to welcome 1,000 new students, the Peer Navigator program collaborated with Borderless Scholars, through EOPS, to fund a Peer Navigator. The PN would also serve as a liaison to host DACA related workshops and serve as a point of contact. Outlined in the Action Plans and Goals, the PN program has been able to meet the growing student demand while addressing the needs of our DACA population. Citing the need to support set student populations, a Veteran PN is anticipated to get hired for the new semester. The VPN would focus on aiding new veterans transition to the campus and providing benefit information support. The program is also looking to receive funding from the Promise Program to hire a PN who would get additional training to be in charge of Promise.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Last year, the CRUISE program aimed at keeping the program sustainable, both financially and with Peer Navigators. CRUISE offered more session and increased the amount of Peer Navigators. Financially, the cost of the program increased, but so did the amount of studnets. The program reached the goal of serving 1,000 students by hiring four additional PNs. As a result of all the changes, creating an online module to help students taking online courses was reschedule for next year. CRUISE has created a foundation that can be built upon. The program is in the process of refining the tracks it was set to offer. International Student Orientation, Promise, Athletes (new) and an exclusive Veterans session are some of the sessions offered that produce positive results. Next steps for the program are to incorporate other student departments who demonstrate a need for mentorship and provide funding.