

MESA/STEM Academic Success Center Educational and Industry Partnerships

2025/2026

1. What data were analyzed and what were the main conclusions?

Identified partnerships by brainstorming with the MESA/STEM team, reviewing program transfer data over the last 5 years, reviewing Advisory Board notes over the last 3 years, and reviewing our Industry Coach Marc Carson's monthly reports over the last 2 years:

- University partnerships primarily include Cal Poly, SLO and UCSB with over 50% of our transfer students transferring to Cal Poly each year.
- C6 partnerships include Cabrillo College, Monterey Peninsula College, Cuesta College, SBCC, Ventura College, Oxnard College, and Moorpark College.
- AHC primary partners include the Tutoring Center, Math Center, EOPS, LAP, UTC, Career Center, and Counseling, as well as the Foundation.
- Industry partnerships include McDonalds, Melford Borzall, Hardy Diagnostics, Quintron, SIL, Hensel Phelps, Raytheon, Zone 5, Space Information Labs, Oilfield Environmental and Compliance, Excelta, Sierra Nevada Corporation, Trust Automation, and Atlas Copco. Most of these were developed by our Industry Coach – Marc Carson and through our alumni work with the Foundation.
- Santa Barabara Scholarship Foundation

Surveyed partners on ways the program supports and works with them; how the program contributes meaningfully to their operation; how the program understands their needs, responds to those needs, collaborates, and communicates effectively; what does the program do best and what does it need to improve.

- Feedback on the MESA/STEM Academic Success Center is strongly positive. Among respondents who completed the rating items, partners consistently describe MESA as a valuable, responsive, collaborative, and student-centered partner.
- MESA is viewed as a trusted hub for student support, connection, collaboration, and STEM pathway development. Partners especially recognize the Center's ability to connect students with resources, support transfer and transition work, build relationships across programs, and create meaningful student-facing opportunities.
- The main areas of improvement were not signs of dissatisfaction. They are more about scaling and systematizing the partnership model: clearer coordination, more structured planning, and stronger connections with college departments and programs.
- MESA appears to function as both a student support partner and a relationship-building / pathway-development partner. The strongest current partnership channels are:
 - Student referral and support coordination
 - Events, workshops, and presentations
 - Transfer/pathway/transition support
- MESA is not being seen as a narrow program operating in isolation. It is being experienced as part of a broader student success ecosystem.
- MESA is respected and valued, but some partners may benefit from clearer partnership pathways, defined points of contact, planning routines, or menus of collaboration options.
- MESA is doing good work; now make it easier for partners to connect, plan, coordinate, and participate.
- Partners highlighted several strengths:

Highlight

MESA is viewed as a trusted hub for student support, connection, collaboration, and STEM pathway development.

- Student-centered support - respondents described MESA as providing resources, support, and guidance for students.
 - Connection and transformation - one university partner described MESA as a site of “connection, support, and transformation” for Allan Hancock students before and after transfer.
 - Collaboration and relationship-building - respondents noted MESA’s commitment to building collaboration and connection.
 - Leadership and initiative - one respondent described MESA leadership as visionary and committed to new initiatives.
 - Communication – this was notes as a strength of the program.
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
- Continue to ensure female students and underserved populations feel comfortable connecting with the Industry Coach and seeking out internships/connecting with industry partners as well as applying for scholarships.
 - Ensuring continued support of STEM Industry partners and alum to fund local scholarships through Foundation donations.
 - Continued support of the C6 Alliance and Research Symposium.
 - Continued support of the Robotics Club/Team, Emerging Leaders in Medicine Club, and Women in Engineering and Computer Science Club.
3. What are your plans for change or *innovation*?
- a. Develop intentional connection with Basic Needs Center.
 - b. Develop lines of communication and connection with 9th-12th partners and community organizations.
 - c. Develop methods that allow partners to initiate connecting, planning, coordinating, and participating with MESA/STEM.
4. How will you *measure* the results of your plans to determine if they are successful?
- Evaluate student engagement with valuable resources such as the Basic Needs Center.
 - Further program review evaluation of innovations
 - Student and faculty feedback

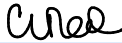
Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings?
STEM Success Team during the spring 2026 term
2. Are there specific recommendations regarding the core topic responses from the validation team? None

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	None
Planning years:	2026/2027
Description:	
N/A	
What college plans are associated with this Objective? (Please select from the list below):	
Ed Master Plan	Student Equity Plan
Guided Pathways	AB 705
Technology Plan	Facilities Plan
Strong Workforce	Equal Employment Opp.
Title V	


Program Review Signature Page:


[Christine Reed \(May 26, 2026 15:06:42 PDT\)](#)

 Program Review Lead

May 26, 2026


 Date


[Sean Abel \(May 26, 2026 15:08:22 PDT\)](#)

 Program Dean

May 26, 2026

 Date



 Vice President, Academic Affairs

Jun 15, 2026

 Date

MESA/STEM YEARLY PLANNING 2025/2026

1. Has your program mission or primary function changed in the last year? No
2. Were there any noteworthy changes to the program over the past year? Continued to receive increased funding from the state for the MESA grant.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? We update on an annual basis the program maps for the traditional university-bound STEM majors (those supported by MESA). There are 31 of them.
4. Were there any staffing changes? We added a new part-time position (19 hours per week) to our team – STEM Learning Lab Coordinator for Lompoc. Additionally, the STEM Support Specialist retired and we hired a new person in that position.
5. What were your program successes in your area of focus last year? Continued to increase the number of course sections with embedded tutors; continued to support our Industry Coach position to serve MESA/STEM students; Partnered with the Tutorial Center and Math Center to open the new Academic Support Center at LVC and hired a part-time STEM Learning Lab Coordinator to coordinate the MESA/STEM functions of the center; continued efforts with the College Advancement/Foundation office to develop a MESA/STEM Alum group and event; and launched two new NC skills lab classes with a faculty team in Chemistry and in Math; worked with a Physics faculty team to develop a skills lab for Physics.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Fall 2025	MESA Program SLO #2 – By the end of fall term of their final year at Allan Hancock College, MESA students will have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers.	66%
Fall 2025	STEM 100 SLO #1 – Recognize the educational and employment opportunities that such study in the STEM fields affords students.	90%
Spring 2026	MESA Program SLO #1 – After participating in AEW's, MESA students will demonstrate a commend of collaborative work skills in the chosen field of study and exhibit the appropriate study skills to master the material.	85.5%
Spring 2026	MESA Program SLO #4 – By the end of spring term prior to their final year at Allan Hancock College, MESA students will have an adequate resume in order to obtain internships to professionally develop themselves for tomorrow's workforce.	82.5%

Goal = 0.70 or higher.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The SLO data results are solid, and our students are performing well above our goal of 70%.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

- It is concerning that only 66% of MESA students have identified a long-term support system including faculty, on-campus resources, professional organizations, and potential employers by the end of fall term of their final year at Allan Hancock College.
- All other assessment results achieved our goals of over 70%.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

None

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)? None this year.
- b. What were some key findings regarding RSI? N/A
- Some strengths: N/A
 - Some areas of possible improvement: N/A
- c. What is the plan for improvement? N/A

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Planning years:	<i>2026/2027</i>
Description:	
<i>N/A</i>	
What college plans are associated with this Objective? (Please select from the list below):	
Ed Master Plan	Student Equity Plan
Technology Plan	Facilities Plan
Title V	Strong Workforce
	AB 705
	Equal Employment Opp.










MESA_STEM Education and Industry Partnerships Program Review and Yearly Planning Update Combined May 2026

Final Audit Report

2026-06-15


Created:	2026-05-26
By:	Christine Reed (creed@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAACD5puFD8NH8jplLsuNNM0uDvtPEBWNR

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2026-05-26 - 10:06:46 PM GMT
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2026-05-26 - 10:08:10 PM GMT- IP address: 104.47.55.126
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