SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Academic and Learning Support - Strong Workforce

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes

The CTE/Strong Workforce team presented at several events including the President's Cabinet, and College of Continuing Education (CCE) day to articulate the value of Career Education to staff/faculty and prospective students. This is a regular occurrence and function of this office.

The CTE office hosted networking events at Vet Tech, the Mesa Design Center, and Exercise Science. The goals of these events include:
- Highlight facility improvements through SWF, Perkins
- Rebuilt CTE faculty community
- Provide counselors with connections to programs, immerse in student experience

The CTE office supported all funded projects through the SWF Budget and Allocation sub-committee. Examples include:: field trips, classroom supplies, marketing materials (swag), equipment purchases, and lab upgrades.

Successfully applied for eight RFAs (two pending that will be approved), bringing significant funding to support Mesa CE programs, Mesa Impactship Program, professional development for counselors and instructional faculty, CPL, Marketing, and the Virtual Small Business Incubator (in partnership with Business and Technology).

Successfully launched the employer engagement liaison model at Mesa College.

CTE office administrative technician tracks all SW funding (including 14 fund codes), Perkins Reserve funding, and LAEP funding. This includes tracking budgets, supporting purchases for programs, processing employee paperwork for the multitude of positions supported by Strong Workforce.

The CTE office continues to enjoy collaboration with many departments across campus that enable the improvement of CTE student outcomes. Departments include:
- Career Center
- Tutoring
- Office of Communications
- Outreach
- Research
- Peer Navigators

Supporting the growth in new programs through the use of Strong Workforce funding including:
- Fermentation
- Neurological Diagnostic Technician
- Health and Wellness Coaching
- Physical Therapy Assistant

The CTE/Strong Workforce is taking a more active role in supportive Marketing efforts for CTE programs at Mesa College. This involves leading the CTE College Based Marketing project, leading the Viewbook development, supporting program level marketing, and improving communication between programs and the public information office.
Challenges

Strong Workforce is now responsible for paying for the Cost-of-Living Adjustment (COLA) which is creating budget pressures
Staffing remains to be a challenge given the expansion of the Mesa Impactship Program and launch of the WBL Faculty Liaison project. Currently there is no administrative support for WBL and MIP.
Effective communication (relaying information to all those involved, from Management/different CTE programs to Admin

Services for actual request processing) between constituencies remains a challenge in ensuring projects are delivered on-time and on-budget
Competing and sometimes unclear deadlines (meeting all deadlines flawlessly: office, campus, district and region) make it hard to prioritize work and remain to be an area of focus
New Associate Dean -Transition process of new management for department
Navigating the new workload, defining expectations, etc., while continuing with our regular duties and responsibilities

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Strong Workforce Committee structure

The Strong Workforce Committee meetings have shifted their meeting style to maximize effectiveness and to recognize the outside commitments our membership have in other spaces at Mesa College. Starting in AY 23-24, the Strong Workforce Committee will shift to meeting four times per year, and hosting four networking events in lieu of formal meetings.

While not finalized, discussions are also underway to wind down two of the four Strong Workforce sub-committees, Employer Engagement and Professional Learning. Employer Engagement will likely cease meeting entirely while Professional Learning will likely be moved in closer alignment with the LOFT PD structure. Final recommendations will be brought forward to the SW Committee members in September.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The continued cost increases from the COLA and step increases are accelerating the impacts to the overall Strong Workforce budget and ability to support CTE programs at Mesa College.

Additional and new state resources are assisting Mesa College in realizing its vision of being the leading college of equity and excellence. These new sources of funding do present challenges for the CTE office as it adds administrative burden without additional administrative overhead. Examples include the Perkins Reserve and Learning Alignment Employment Program (LEAP) funding.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
The two most significant trends within Career Education at San Diego Mesa College is the five-year decline in enrollment, specifically driven by students who are over the age of 25.

The 2nd trend is the continued increases in retention and employment (wages) among San Diego Mesa College graduates. The notable part of this trend, however, is that there are significant equity gaps within each, retention and employment.

The CTE/WBL office has steadily grown in size and influence throughout the organization. This, in turn, has increased the demand for the services and support from the CTE office. This has stretched the capacity of the office and requires continued dialogue to determine the scope of which the office can serve well and what projects may need to be delayed.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
There are significant differences in enrollment, retention, and completion when disaggregated by race/ethnicity and income.

Summary and Reflection

This is an area that will need to be focus during the next academic year, specifically the intersectionality of adult learners and DI groups.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
N/A

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The two largest ways in which this office aims to address the gaps noted above include the support and focus on marketing of Career Education programs. This includes both institutional level Career Education marketing and specific support for programs who may be experiencing significant declines. This area will likely be the top priority for the office this next fiscal year.
The other way in which the office is supporting addressing this gap is the focus and deployment of limited resources to support MIP and the WBL faculty liaison project. Through these investments direct effort and strategy can be placed to specifically target DI within retention and employment outcomes of San Diego Mesa College students.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Outside factors include the current state of the economy as a result off lingering impacts of COVID-19 and the inflationary trends.

Additionally, other outside factors include the current state of the California budget and the looming (and significant) deficit. This is leading to Strong Workforce and Career Education programs not receiving adequate funding to support operations.

Additionally, hiring remains a challenge for contract and adjunct faculty, specifically faculty who have the combination of both technical industry knowledge and teaching skills.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
There are no major updates to the executive summary. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
There are no major updates to the data reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Specifically within the CLNA each major student outcome grouping is reviewed in aggregate and disaggregated. There has been thoughtful discussion in each area including access, retention, completion, and employment. Once those are finalized and approved by the committee, edits will be made to this area.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
There are no major updates to the practice reflection. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA. Once changes are made, the practices will change to align to the action strategies identified in the CLNA.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The CTE/Strong Workforce team supported Career Education priorities across campus, including leading strategic planning efforts for Adult Learners and Career Services.

The CTE/Strong Workforce team completed the Comprehensive Local Needs Assessment (CLNA).

Marketing continues to be a focus for individual and college-wide CTE programs.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
The Mesa Impactship Program continues to thrive and supported over 550 students since its inception, with more than 150 participants each semester. MIP serves a diverse population with 100% of its participants coming from underserved backgrounds, over half of whom are adult learners.

The Work-Based Learning Faculty Liaison program has created 10,829 students participating in WBL activities, leading the district.

The Employer Engagement Liaison created 132 new employer connections and introduced boutique career fairs to the campus to better serve our distinct programs.

11,594 students were enrolled in CTE classes. Of these students, 4,666 were adult learners.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Findings from the CLNA have identified new priorities in outcomes and outcomes assessment for the next two academic years.

Continuing Action Plan Items:
- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.

Revisions due to CLNA findings:
- Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
- Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention.
- Provide targeted Work-Based Learning opportunities (add employer engagement), both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
- Develop and implement a dual enrollment strategic plan to further build out dual enrollment offerings.

New
- Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the

efficacy of pathways as evidenced by program completion.
- Support Mesa College CTE programs and schools in recruiting diverse faculty from industry to support Mesa College CTE programs.

Our CLNA Action Plan will be assessed and adapted annually using data from Awards Dashboard, SG21 Dashboard, MIP data sets, Course Success and Retention dashboard, CTE Enrollment Dashboard, and the District Diversity Report.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Practices for 2022-23 remain the same.

Additional impacts on the data trends and equity gaps include the dramatic cuts to the SWF program budget from the state and uncertain educational climate under the incoming administration. In coming semesters, the SW and Career Education programs will face significant funding cuts that will impact multiple student-facing and student-targeted programs. Results of these budget cuts are expected to directly impact student success, retention, and employment outcomes.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Access

Unit Goal: Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Implement the 2024-2025 College Based Marketing Project. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 01/07/2026 **Action Plan Update**: Completed IEPI PRT initial site visit and received MOO on priorities to recruit and support adult learners. Marketing and Outreach is one of the areas of focus. Committee reviewed MOO and is working with Communication & Outreach offices to identify and prioritize strategies to implement. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/24/2025 **Action Plan Update**: This project will more formerly move forward after the marketing facilitation workshop. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Support the development of an integrated Career Education Marketing and Outreach plan. This will include transitioning leadership of Marketing projects and the SW Marketing sub-committee to relevant departments. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 01/07/2026 **Action Plan Update**: Launched Marketing Faculty Liaison to support CTE programs by advising on marking efforts to promote programs, connecting to Office of Communication resources, and support project request process. Updated Marketing and Outreach Committee Roles & Responsibilities. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Expand Work-Based Learning

Unit Goal: Provide targeted Work-Based Learning opportunities through expanded employer engagement.

Unit Goals, Action Plans, and Updates

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work-Based Learning continues growth, and a five-year strategy is developed including the following benchmarks: 1. Work-Based Learning Faculty Liaison Project Year 2 is implemented, and school-based goals are developed for each school in preparation for Year 3. 2. All WBL program review action steps are completed by Summer 2025. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 01/07/2026 **Action Plan Update**: In 2024-2025, 633 courses, 1,434 sections, and 15,579 students participated in courses that provided WBL opportunities. This means 50% of Mesa students had a WBL experience, compared to the 38% in 2023-24. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/07/2026 **Action Plan Update**: WBL Liaisons continue to develop school-based goals. WBL Newsletter highlights different schools in each newsletter. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/07/2026 **Action Plan Update**: Work-Based Learning Community of Practice launched in FAll 2025, co presented with California Community College Student Success Network (3CSN). This 9-month professional learning series has 27 faculty participants from across campus. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: In 2023-2024, 452 courses, 921 sections, and 10,829 students participated in courses that provided WBL opportunities, close to double the previous year's engagement. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 01/07/2026 **Action Plan Update**: In Spring 2026, MIP will reach 1,000 internship placements. Each semester, faculty coordinators support over 150 students. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: The Mesa Impactship Program is expanded and sustained including the following benchmarks: 1. MIP will serve over 200 students in AY24-25 2. Program fundraising strategy is developed and raises $300,000 by AY25-26 **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Progress**: On Track **Submission Date**: 01/07/2026 **Action Plan Update**: In Fall 2025, MIP launched an awareness campaign and continue to develop a fundraising strategy with the support of the district. Multiple grants have been applied for to continue to fund this essential program. Without a sustainable source of funding, the current version of this program will be sunset in December 2027. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: MIP has supported over 550 student since launching, with more than 200 student applications per term and 150+ MIP students supported each term. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Employer engagement is expanded at San Diego Mesa College including the following benchmarks: 1. Deepen the campus connection to our employer engagement efforts 2. Identify a plan to partner with race-conscious and equity-minded industry and employer partners 3. Make strategic investments of resources to establish connections with area industry groups, prioritizing those around Mesa College 4. Four boutique job fairs are implemented by Summer 2025 **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 01/07/2026 **Action Plan Update**: MIP Internship Expo brings over 25 employers to campus each year, and the MIP team has grown to over 300 employer partners. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/07/2026 **Action Plan Update**: Employer Engagement Liaison continues to grow role at Mesa, helping to support multiple boutique job fairs, including Sports Industry, Architecture, Business, and Fashion. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: Employer engagement continues to grow at Mesa College including over a 100% growth in companies interested in collaborating with Mesa College. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Data Informed Decisions

Unit Goal: Integrate data and research, including qualitative student feedback, into decision making processes to enable actionable strategies.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The CTE Research agenda is maintained, updated, and aligned to the results of the CLNA **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2026 **Action Plan Update**: This has been tabled for the CTE office and transitioned to the research office. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 01/26/2025 **Action Plan Update**: The CTE research agenda has been completed, and on-going meetings have been scheduled to support the on-going updating of the agenda. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** At least four offerings are provided throughout the year to explore data such as Employment and LMI data **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 02/02/2026 **Action Plan Update**: This has moved forward and transitioned to district leadership through a district PD strategy regarding employment and LMI. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: This opportunity has been delayed until 2025-2026 and may be led by the district office to maximize capacity. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Professional Development

Unit Goal: Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Action: Continue support for the professional development funding for CTE programs **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: This activity is on-track but has been reduced due to budget cuts. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: Funding has continued for professional development. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Continue to identify ways in which to support faculty professional development with emphasis on adjunct faculty and counselors **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 01/26/2025 **Action Plan Update**: This activity will be combined with the overall strategy development for PD. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Implement the Faculty Institute and Year 2 of the Counseling Institute. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: The counseling institute is progressing as planned. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: Both the counseling and faculty institutes are being implemented on schedule. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** At least once quarterly, opportunities are provided to contract and adjunct faculty members to participate in networking opportunities both on-campus and off	**Submission Date**: 02/02/2026 **Action Plan Update**: These activities have been cancelled due to budget cuts. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/26/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Two networking events are planned for Spring 2025. Two events had to be cancelled in Fall 2024 due conflicts. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Meet with every CTE program once a year in partnership with Lead CTE Faculty **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: This activity is progressing as planned. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/26/2025 **Action Plan Update**: Meetings are being scheduled for the Spring semester. This activity is somewhat behind schedule due to competing priorities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Support the development of a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This will include sunsetting the SW Professional Learning Committee and aligning that work with the Campus Employee Learning Committee. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: This activity has been completed. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 01/26/2025 **Action Plan Update**: A strategy is nearing completion and will be finished during the Spring semester. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Support Structures around CLNA and Funding

Unit Goal: Enhance and build out support structure to support financial, grant, and project management of assigned funds. Specifically support leaders identified for CLNA priorities that are not being led by the CTE/SW office.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Action: Implement project charters for all CTE projects Action: Implement CTE/SW Timeline for all programs and projects. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/24/2025 **Action Plan Update**: The implementation of project charters has been delayed. A rethink of the strategy is underway, and we will be focusing on implementing this is the CTE office. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Biennial Review and Program Review are integrated into one process for all CTE programs. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2026 **Action Plan Update**: This activity has been tabled. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/24/2025 **Action Plan Update**: A prototype of the combined biennial and program review dashboard has been developed. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Each non-assigned CLNA priority has an action plan completed and maintained for AY24-25. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: Due to competing priorities these have been delayed in implementation. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/24/2025 **Action Plan Update**: CLNA priorities are moving forward, and discussions are occurring on how best to support moving priorities forward. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Two CLNA priorities that are not assigned to CTE leadership (PD and Marketing) are transitioned to department leads **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 02/02/2026 **Action Plan Update**: This is continuing to move forward and has been brought in alignment with Adult Learner work. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Submission Date: 01/24/2025 **Action Plan Update**: Both of the CLNA priorities not being led by CTE Leaders (PD & Marketing) are moving forward nicely. By the end of Spring 25, both priorities should move forward. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track