SAN DIEGO MESA COLLEGE

Program Review

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

Academic and Learning Support - Work-Based Learning

Executive Summary

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

Launch of the Mesa Impactship Program (MIP) - The Mesa Impactship Program (MIP) supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time $1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP students will be part of a cohort community supported by Mesa faculty to help them prepare for career pathways. Twenty six students (of 114 applications) were supported during the Fall 2022 pilot semester and 73 students (of 160 applications) will be supported in the Spring 2023 term.

Handshake - The WBL and Career Center team has collaborated with our sister campuses to implement our District-Wide job board, Handshake. This launch has created 75,000+ SDCCD students Handshake accounts which will give them easy access to thousands of high-quality jobs and internships across all industries from over 550,000 employers from startups to Fortune 500. For the first time, SDCCD students can login to one account across all four campuses. Access to career preparation and training for in-demand occupations are essential foundations for building a more equitable economy, especially for low-income and students of color. Implementing Handshake puts SDCCD at an advantage in recruiting and retaining students to build the in-demand skills needed to be competitive within the workforce, particularly in their field of study. Additionally, it also provides students an opportunity to receive personalized job recommendations, connect with employers directly, register for career events, and connect with Career Services for workforce preparation help.

AANAPISI & NSF iUSE grants - Two external grants were awarded which support an increase of WBL curriculum development and activities. One is the U.S. Department of
Education AANAPISI grant that focuses on supporting Asian American, Pacific Islander, Native American, and low-income students to attain postsecondary degrees and participate in the growing regional economy. One of the key strategies is to increase the number of students who participate in culturally responsive career awareness and preparation activities such as career panels, service-learning/civic engagement projects, internships, etc. The second is the National Science Foundation iUSE HSI grant which focuses on developing best curricular practices to increase the capacity of students underrepresented in STEM through field experiences and career exploration intended to foster students' science identity development.

Support for Career Center's programming and services, i.e. Career Fair
-Free Professional Headshots
-Opportunity to Meet Businesses, Professionals, Different Industries
-Get the opportunity to apply to jobs, internships, on-campus/off-campus jobs
-Free Resources/Giveways (e.g. snacks) throughout the event

Joint messaging and presentation between WBL and Career Services to promote services across campus

Services continue to be provided both in-person and virtual. During COVID-19, the program pivoted its work to include more support of faculty in the transition to online and increased its efforts for student employment related to the field of study. Through the Advancing San Diego program from the Economic Development Council, Mesa was selected as the Preferred Provider for Software Development, Engineering, and Business. This designation enabled our students to have access to virtual paid internships in a time when unemployment was at an all-time high. The shift in activities has also provided WBL the opportunity to implement data collection for SG-21 from the WBL program, Career Center, and begin educating the campus and integrating WBL tracking into the campus and district systems.

Support is also provided to several non-Career Education programs including the Kapwa and Puente learning communities, Honors Program, STEM programs, Arts and Languages programs, and Humanities programs through career panels, student ethnographic research, service-learning, and other career exploration and career preparation activities designed to introduce

students to work-based learning throughout their academic journey at Mesa College. At Mesa College students often enroll in career education as a part of their pathways outside of Career Education. As such the WBL team serves the entire Mesa College community to ensure students can have access to WBL at many access points.

Challenges
Growing demand for WBL services across campus has created increased demand on our time
As MIP and WBL grow, there is need for additional operational support to manage coordination, internal processes, and better serve students
To increase the number students in paid workforce training, there is a need for additional advocacy, Innovative funding, and streamlined processes at the campus, district, and state levels
Data collection through Handshake is being refined due to some issues at the district import level
Students may not know about events, they are here for classes and may only know about events if they are on campus when they are happening.
-Many Students have obligations, jobs, etc.
Lack of clear PLOs have made collection of data and understanding of impact of WBL difficult

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.
Added Employment Engagement Liaison to team
Increased WBL activities in 2022-2023
Improve & Increased job/internship opportunities through MIP
Collaboration with Faculty & WBL department has increased with WBL Faculty Liaisons
Supported college events that promote WBL and employment for students
Reactivated the SW Employer Engagement and Internships Subcommittee
Support faculty's course redesign incorporating WBL
Adding new Adjunct Internship Coordinators

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
A regional SW WBL grant was awarded to fund the WBL Faculty Liaison Project. It increases the personnel able to support integrating WBL into more programs and departments through having a WBL faculty liaison from each school which helps to expand the reach of our existing WBL coordinators.
Perkins V and LAEP funds have helped with the implementation of MIP, supporting underserved students conducting unpaid internships in reducing their expenses related to transportation, meals, cost of child care, professional clothing, and more.

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 primary means in which to review data for WBL is based upon SG21 data collection and reports provided by the district. Starting this academic year the Mesa College Institutional Effectiveness office has also supported these efforts.

Notable trends identified include:

-CCAP with Hoover High School and its impact of SG21 metrics
-Skewing younger students overall with SG21 metrics vs. the general student population

Summary and Reflection

-Increased interaction with employers broadly speaking is occurring. Examples based on the data include:
  -Faculty assistance guest speakers that align w programs
  -Industry tours (airport)
  -Employers looking for qualified interns, genuinely interested growing in career pathway
  -Handshake- employers want more interaction there

-Consistent interaction with faculty and students over the course of the last three years with an uptick this year
  -More volume was noted this year
    -Speaker events, panels, tours, service learning, capstone projects have increased, likely due to more on-campus classes

-Area B experiences are lower than expected. These experiences include work-based learning instances that allow the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school, such as job shadows, service learning, class projects or challenges, and mentorships

-Broadly speaking there appears to be more student interaction and demand for internships. Noted observations include:
  -Increase in interests/meetings with Internship Coordinator
  -Increase in interest in hands-on training, case management

During the data review there were noted gaps within the data collection process and that includes the following:

  -Job placement in field of study at a program level
  -Percentages based of WBL activities, versus all courses at Mesa and how it looks at a school level
  -Data linked to programs or industries and academic discipline

Additionally, SG21 data is just a count and does not capture the breadth of services provided by the WBL department nor all the WBL activities occurring throughout the college. Consideration if future years will be paid to determine the best qualitative data needed to identify the impact of WBL services.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
While this will be an area of focus in the upcoming academic year it was noted that the SG21 service numbers indicated alignment to the broader Mesa Student population.

There are existing equity gaps within employment and wage data of Mesa College graduates. This will be explored further, in partnership with IE, in the upcoming year.

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.
Launch of MIP to promote workforce training & employment opportunities with focus on underserved student populations
The WBL Faculty Liaison project should help impact and increase faculty interactions with WBL services
The employer engagement model should also increase employers engaging Mesa College faculty and students to support increasing WBL

Summary and Reflection

What other factors (internal or external) might also impact the above data trends and equity gaps?
N/A

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.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. 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 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The Mesa Impactship Program (MIP) continues to make a profound impact, supporting over 550 students since its inception and engaging 150+ participants each semester. With 210 applications and 154 approved participants in Spring 2024, MIP serves a diverse population, 100% of whom come from underserved backgrounds, with over half being adult learners. The program's equity-driven approach and strong partnerships enable students to access meaningful on- and off-campus internships while also benefiting financially by reducing personal expenses. Notably, 94% of students reported increased skills, confidence, and career readiness. Despite successes, challenges remain, including the need for additional funding, expanded paid opportunities, and overcoming logistical barriers to secure more internships, particularly for transfer-focused and underrepresented students. Looking ahead, MIP will focus on growing opportunities, fostering strategic partnerships, and equipping faculty to integrate work-based learning into curricula, ensuring continued success in preparing students for the workforce.

Our team has onboarded a WBL Faculty Liaison for each school with the goal to expand faculty engagement in incorporating work-based learning (WBL) into curricula and improve SG-21 data reporting accuracy at San Diego Mesa College. In 2023-2024, their efforts led to significant growth, with 452 courses, 921 sections, and 10,829 students participating in WBL opportunities—nearly double the previous year's involvement. Liaisons supported faculty through activities like flex presentations, panels, Canvas modules, and exploring new professional learning opportunities, such as 3CSN workshops and faculty communities of practice. By promoting WBL, they help advance student retention, completion, employability, equity, social mobility, and technical skill development to support career goals. In partnership with the WBL Coordinators, our team will continue to support and coordinate a variety of WBL activities across the continuum, helping students receive comprehensive career development, exposure to career pathways, and hands-on preparation.

The Career Center and Work-Based Learning programs are actively collaborating to expand services and implement a strategic plan aligned with Mesa 2030, aiming to provide comprehensive support for students and enhance overall effectiveness. The Career Services website has been updated to better assist students while distinguishing between student-facing, industry-facing, and faculty-facing services. Both teams continue to leverage the SDCCD Handshake job board for event coordination, appointment scheduling, employer engagement, and connecting students with quality employment opportunities.

The Employer Relations Liaison actively builds and maintains connections with industry partners to engage them with Mesa College and support student career opportunities. Since 2022, they have coordinated tours at the San Diego International Airport for students in various fields, resulting in internships, job shadowing, and mentorships. They have also organized employer spotlight events, career fairs, and guest speaker panels across diverse industries, leading to job offers, advisory board members, and new employer partnerships. Their efforts include securing resources like 400 free MTS bus tickets for students to attend career fairs and assisting faculty with advisory outreach for multiple programs. Additionally, they have supported events such as the Veteran Career Panel, Portfolio Show, and Internship Expo, while collaborating with employers to facilitate

over 155 work-based learning activities and connect with 132 new employer partners. Through consistent employer outreach, the liaison fosters valuable opportunities for students to gain internships, jobs, and hands-on learning experiences.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
The primary method for analyzing Work-Based Learning (WBL) data is through SG21 data collection, supported by WBL Faculty Liaisons. Increased employer engagement is evident through activities such as faculty-supported guest speakers, industry tours, and efforts to connect employers seeking interns through platforms like Handshake. WBL participation has significantly grown, with 452 courses, 921 sections, and 10,829 students engaging in WBL opportunities in 2023-2024, nearly doubling the previous year. A district-wide WBL dashboard highlights that students involved in WBL achieve higher retention, success, and completion rates compared to non-WBL students. For example, WBL students have a 6-percentage-point higher success rate (81.1% vs. 75.4%), with Latinx students achieving an 8-point increase. Completion rates for WBL participants are also higher by 4 points (90.6% vs. 86%) across most demographics. However, underrepresentation persists among students under 18, who make up only 5.5% of WBL participants despite comprising 11% of total enrollments. Overall, WBL continues to deliver substantial benefits for student success and equity.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
The launch of the Mesa Impactship Program (MIP) directly addresses equity gaps by focusing on workforce training and employment opportunities for underserved student populations. This initiative not only increases access to internships and career development resources but also ensures students from diverse backgrounds are represented and supported. The Work-Based Learning (WBL) Faculty Liaison project contributes to these efforts by fostering greater faculty interaction with WBL services, integrating work-based learning into courses, and expanding opportunities for students to engage in meaningful, career-focused activities. Additionally, the employer engagement model strengthens connections between industry partners, faculty, and students, creating more opportunities for internships, mentorships, and job placements. Together, these practices positively impact WBL data trends by increasing student participation, retention, and success rates while addressing gaps in equity and representation.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
2024-2025 Update.

For AY 2024-2025, the Institutional Research Office published SDCCD WBL Dashboards and WBL Highlights for each college. We were able to use the dashboards and the Mesa WBL Highlights to gain a better understanding of the WBL program impact and student success as well as identify areas for further inquiry. We advocated for school-level WBL fact sheets in order for our WBL liaisons to engage deeper with the data specific to their school and see where potential areas of growth may lie. This will help to shape school-level goals and priorities as well as the next cycle of Program Review. The intention is to inform the WBL priorities for student success and integration of industry and community in our classrooms with school-level goals and institutional strategic plans and goals.

With employer engagement, key activities included outreach and relationship building with employers and industry partners to support internship, and job opportunities for Mesa students. New and ongoing employer meetings focused on identifying workforce needs, aligning opportunities with Mesa programs, and creating pathways to living-wage employment.
This supported workforce development efforts by collaborating with faculty and Career Services to plan career panels, career fairs, and various work-based learning activities that connect students directly with employers. Employer participation in advisory committees and campus events helped inform curriculum alignment and career readiness.
Outreach and marketing efforts continued through employer communications, event promotion, and engagement via Handshake, and faculty, helping communicate the value of Mesa programs and student talent to the business community.

The Work-Based Learning program continues to expand its reach and impact through the Mesa Impactship Program (MIP), a cornerstone initiative advancing equity-driven workforce development. Since its launch, MIP has supported over 1,000 internship placements, with 150-200 students participating each semester, providing access to structured, high-quality internship experiences across on- and off-campus partners. Key successes in 2025–2026 include strengthened partnerships with academic departments and employers, increased alignment with Work Experience courses, and continued emphasis on

paid and credit-bearing opportunities. Ongoing challenges include securing additional funding, expanding paid placements, and addressing logistical barriers for transfer-oriented and underrepresented students.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
2024-2025 Update.

SG-21 Accuracy and Data Collection has increased significantly with the support of 7 WBL Liaisons, one per instructional school, to lead the on-the-ground work with fellow faculty within their schools. Such work included leading coding activities during school and department meetings and 1-1 just-in-time coding support in the offices of faculty members. For example, the School of Exercise Science, Health Education, Dance and Athletics had 100% faculty participation for inputting SG21 data for the Spring 2025 and Fall 2025 semesters. From the SDCCD WBL Dashboard for Credit Colleges, 15,579 Mesa students participated in WBL which comprised 50% of all Mesa students. 1,434 course sections had a WBL experience. The WBL student headcount increased by 35% from previous years. The reporting of WBL extracurricular activities also increased by 96% to 1,893 WBL extracurricular experiences.

In terms of student outcomes, students who participated in at least one WBL activity had a 3% higher course success rate than those who did not participate (79% vs 76%). Students who participated in at least one WBL activity also had a 91% course completion rate.

New cross-disciplinary WBL collaborations were created such as Law and Writing Panel: What Kinds of Writing do Lawyers Do? between the English department and the Pathways to Law Program and Intergovernmental Cooperation and Conflict in Transportation and Environmental Policy with CA state lobbyist Barbarah Torres between Geography and Political Science departments. Ongoing WBL equity-centered collaborations with the Kapwa LCOM and Puente LCOM with career speaker events and panels as well as capstone projects continued.

Hitting a milestone of supporting over 1,000 internship placements in Spring 2026, the Mesa Impactship Program (MIP) continues to ensure sustainable growth and continued impact on student success and workforce preparation. Notably, 100% of MIP participants identify with at least one underserved population, and more than half are adult learners, underscoring the program's critical role in closing opportunity gaps. Student outcomes remain strong. Ninety-four percent (94%) of participants reported gains in professional skills, confidence, and career readiness, affirming the effectiveness of MIP's structured support model, employer partnerships, and integration with Work Experience coursework.

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

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
2024-2025 Update.

During this reporting period, progress on employer engagement continued by expanding employer outreach and strengthening partnerships that support workforce development and regional economic growth. New and existing employers were met to explore internships, and hiring opportunities aligned with Mesa programs.
Collaborations between Employer Engagement Liaison, faculty, and Career Services staff continued to support upcoming career panels, job fairs, and Work-Based Learning planning for spring, ensuring employer engagement aligns with instructional needs and student outcomes. Participation in district-wide and regional meetings also focused on employer engagement, workforce alignment, and coordinated career events, which helped strengthen Mesa's visibility and connectedness across the region. Additional tasks completed include identifying and organizing employer contacts for future recruitment, supporting marketing, outreach efforts for career events, and improving employer data tracking to better measure engagement, and inform next steps. These activities directly support small businesses, expand community partnerships near campus, and promote Mesa as a key workforce and education partner in the region.

Progress was made by WBL coordinators, WBL liaisons, and supporting Mesa and district classified professionals toward more and better accurate SG-21 data collection. Greater awareness of WBL deepened within each school through intentional efforts to present about WBL at school and department meetings as well as small groups and 1-1 support to individual faculty members. To meet requests for more local training on WBL, plans are underway to collaborate with 3CSN to offer a cohort-based WBL Community of Practice next AY. This will help to create a space for faculty to learn more about WBL, to develop equity-minded WBL curricula across Mesa, and to collaborate and share knowledge across disciplines.

Summary and Reflection

A new SG-21 coding process will be launched in AY 2025-2026 through the PeopleSoft faculty portal which will require training and new ways of supporting faculty across the campus to code their classes. Concerns were expressed regarding the rollout and training process as well as potential issues with our ability to collect data accurately.

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

STUDENT

Unit Goal: By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters.

By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers.

By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **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	**Submission Date**: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plan: Goal - By Spring 2024, partner with the Institutional Research Office to design SMART PLOs and develop data collection strategies (quantitative/qualitative) to capture student engagement with WBL activities to more accurately measure our program impact and conduct more effective Program Review processes in future semesters. a. Action - Contact the Institutional Research Office to discuss collaboration b. Action - Develop strategies, plan, and timeline for data collection strategies of student engagement with WBL Goal - By Spring 2024, understand the key roles, responsibilities, and services of WBL and Career Center Departments and develop clear messaging to students, campus, and employers. a. Action - Create an internal organizational chart of WBL and Career Center staff, including roles, responsibilities, and services b. Action - Develop strategies, plan, and timeline for creation of messaging and proactive outreach to students and campus community Goal - By Spring 2024, identify strategies to offer more equitable access to career exploration and WBL activities to students as an embedded component of their educational plan with specific focus on supporting 150-200 students per semester in workforce training experiences through the Mesa Impactship Program (MIP). a. Action - Review WBL and SG21 data to identify equity gaps for students and programs participating in WBL activities b. Action - Contact academic programs and student support departments to identify opportunities for collaboration and integration of WBL and career activities within various stages of students educational plan (e.g. onboarding, counseling, milestones, etc.) c. Action - Expand outreach efforts for MIP to students, campus, and employers to increase engagement and grow workforce training opportunities on- and off-campus	**Action Plan Update**: The WBL Team has partnered with the Institutional Research Office to share data and refine processes for capturing student engagement in WBL activities. Multiple meetings have been held to discuss successes, challenges, and strategies for offering more equitable and accessible WBL opportunities across all programs. Additionally, the District IR Office has worked with the campuses to develop a WBL dashboard, which will help our team identify gaps in WBL offerings, student participation, and program effectiveness. The Career Center and Work-Based Learning programs are working together to expand services and implement a strategic plan aligned with Mesa 2030, with the goal of providing comprehensive student support and enhancing overall effectiveness. The Career Services website has been updated to better serve students, clearly differentiating between student-facing, industry-facing, and faculty-facing services. Both teams continue to utilize the SDCCD Handshake job board for event coordination, appointment scheduling, employer engagement, and connecting students to quality employment opportunities. In December 2024, a team retreat was held to discuss the vision for a joint strategic plan, improve communication and marketing, and outline actionable steps for implementing our goals. The Mesa Impactship Program (MIP) has supported over 550 students, with 150+ participants each term, focusing on both on-campus placements and partnerships with off-campus organizations to expand opportunities. The program emphasizes equity by prioritizing underserved student populations and adult learners, with 94% of participants reporting positive impacts on their skills, confidence, and career prospects. Challenges include securing funding for paid internships, increasing participation among transfer-focused students, and addressing logistical, legal, and geographic barriers to internship access. To address these issues, MIP continues to develop strategic partnerships (UCSD, Scripps, SDSU, etc.), fundraise for program growth, and plan faculty training sessions to integrate more work-based learning into curricula. The team successfully hosted its inaugural MIP Internship Expo, connecting over 250 students with employers and internship opportunities, and plans to make this event a recurring offering each semester. These efforts aim to enhance student career readiness while maintaining the program's equity-centered approach. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
d. Action - Onboard recently hired adjunct Internship Coordinator(s) to support case management of students and development of employer partners for MIP **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	

FACULTY

Unit Goal: Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools by Summer 2024.

Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting by Spring 2024.

Provide intentional support to faculty partners for developing equity-minded WBL by Summer 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

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 (✓)
- **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	**Submission Date**: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal: Increase the number of faculty partners incorporating WBL into their curriculum and programs within San Diego Mesa College schools Action: Support 7 WBL faculty liaisons to promote awareness and development of WBL with the faculty members in their schools. Goal: Increase accuracy of SG-21 data collection by providing more support to faculty for their course section reporting. Action: Provide drop-in sessions and 1-1 support to help faculty with their SG-21 reporting Action: Consult with WBL faculty liaisons on additional support that may be helpful to provide for each school. Goal: Provide intentional support to faculty partners for developing equity-minded WBL Action: Work with learning communities such as Puente, Kapwa, Umoja, and DEBER and other faculty who indicate a need of support for WBL with their historically minoritized student populations. Action: Infuse equity-mindedness and equity practices in all WBL collaborations with faculty by questioning assumptions, recognizing stereotypes and unconscious biases that harm student success, and continually reassessing current practices and language to create change to better meet student needs. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Action Plan Update**: WBL faculty liaisons are actively supporting faculty through activities such as flex presentations, panels, Canvas module development, and exploring new professional learning opportunities like a 3CSN workshop and faculty community of practice. In 2023-2024, 452 courses, 921 sections, and 10,829 students participated in courses offering WBL opportunities, nearly doubling the previous year's engagement. Liaisons are also assisting faculty in more accurately reporting WBL and career activities through SG-21, leading to increased reporting and student engagement. In September 2024, WBL Coordinators and the Dean presented a WBL impact report to the Dean's Council. The development of the districtwide WBL dashboard will provide deeper insights into WBL's impact across campus, helping identify gaps in offerings, student participation, and program effectiveness. The goal is to provide a wide range of WBL activities throughout students' educational journeys, supporting career exploration, preparation, and training. This aligns with the Mesa 2030 goals to promote equity-focused WBL activities that drive innovation and student success both during and after graduation. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

EMPLOYERS

Unit Goal: Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa

Provide expanded consultation and collaboration services to small businesses in support of regional economic development, entrepreneurship, and employment opportunities

Support Mesa's workforce development programs and services to prepare students for living wage jobs in a volatile and innovative economy

Broaden community partnerships with small businesses in proximity to Mesa

Prioritize marketing, public relations, and outreach practices that effectively communicate the advantage of pursuing education at Mesa, the benefits Mesa provides to the region, and the achievements of Mesa students and alumni

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **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	**Submission Date**: 01/28/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal: Expand regional community economic success, preparedness to compete in a globally competitive environment, and connectedness to Mesa Action: Increase and improve relationships with employers in the college service area or who align to the college's programmatic needs. Action: Increase and improve relationships with key college stakeholders who have a role/interest in WBL and Employment Outcomes Action: Collaborate with employers and colleges to develop Work-based Learning Opportunities to support students as they prepare for employment. Action: Cultivate and maintain relationships with new and existing industry partners and employers to develop job opportunities Action: Attend industry/networking events to represent colleges in the community, learn of industry trends, and develop contacts at organizations to support the Employer Engagement metrics. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Action Plan Update**: Employer relations at Mesa College actively support workforce development by organizing key events, providing students with valuable networking opportunities and direct connections to employers. Our dedicated Employer Relations Liaison is increasing community partnerships with nearby small businesses and prioritizing marketing and outreach to highlight the value of education at Mesa and the successes of its students and alumni. Notable initiatives include organizing Employer Spotlight events, facilitating employer outreach for career fairs, securing transportation for students, and inviting industry experts for guest lectures. Mesa is also hosting specialized career fairs, supporting faculty with industry partnerships, and collaborating with employers to enhance work-based learning opportunities, resulting in more internships and job offers for students. The Mesa Impactship Program (MIP) strengthens local economic development by offering internships that provide hands-on experience and industry-relevant skills to students, especially those from underserved backgrounds. MIP builds connections with small businesses near Mesa, enhancing their growth while preparing students for success in a global economy. Additionally, MIP supports workforce readiness by creating pathways for students to secure employment in high-demand fields, and its outreach efforts help promote Mesa College as a vital resource for regional economic innovation and success. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Defining and measuring impact:

Unit Goal: By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data

Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps

Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community

By Summer 2024 develop PLOs for WBL

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **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:** Goal: By Spring 2024, update SG21 data collection process to assist in defining our why and how we are using data Action: Redesign section level SG21 coding in partnership with the district office and WBL faculty liaisons Action: Redesign student level SG21 data collection process utilizing handshake and direct data upload into campus solutions Goal: Starting in Fall 2023 utilize SG21 data to analyze WBL experiences at SD Mesa College including impacts on reducing equity gaps Goal: Publish WBL impact reports, starting in Spring 2024, that capture updated data, including to executive leadership, PCAB, and to the broader campus community Goal: By Summer 2024 develop PLOs for WBL **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 01/28/2025 **Action Plan Update**: Support for faculty to track WBL and career activities for SG-21 reporting started slowly, but with the hiring of WBL Faculty Liaisons, there has been significant progress. In the 2023-2024 academic year, 452 courses, 921 sections, and 10,829 students participated in WBL opportunities, nearly doubling the previous year's engagement. Although previous data was captured, it wasn't easily accessible or understandable. The recent launch of a districtwide WBL dashboard now allows the team to gain deeper insights into WBL's impact, identify gaps in offerings, and assess program effectiveness. This tool will help create targeted goals to expand high-quality WBL across the campus, though due to delays in data accessibility, the timeline for achieving these goals will be adjusted to the following year. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered