SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Work Experience (WORK)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Work Experience has seen a steady growth over the past few years with enrollment at 161 for AY 2020-2021, 205 for AY 2021-2022, and projected at 248 for AY 2022-2023. Hands-on training within the field of interest is often reported as a top hiring qualification by employers. While this data is encouraging to see slight increase, enrollment in Work Experience is minimal at 1.3% compared to the overall student population of 19,000 so there is plenty of opportunity for growth to better prepare students for the workforce through industry training. Additionally, students enrolled in Work Experience are primarily from CTE academic programs (56%) compared to non-CTE academic programs (44%).

Work Experience has faced challenges in promoting these courses to the Mesa campus as a whole while maintaining the allocated FTE. Many of the CTE academic programs do not currently track students within their discipline so proactive outreach is difficult to inform students of this class as a potential component of their degree/certificate and provide information on how to enroll. Additionally, most non-CTE students have to opt to enroll in a Work Experience course as elective units as many academic programs do not require and/or encourage industry training as a component of their degrees/certificates. Lastly, while Mesa does currently have an Internship Coordinator to support students in guiding and securing workforce training opportunities, the case management of students and hiring/placement process with employers is time consuming which limits the capacity to support more students with internships and encouragement of enrollment in Work Experience.

While Work Experience struggles with some capacity restraints, there have been several positive partnerships that have developed in the last review cycle. First, is the growth of the partnership with Hoover High School to expand the number of student taking ED 100 and then Work Experience (WORK 270) to learn the fundamentals of tutoring and putting this into practical application as tutors. This program not only increases enrollment in CCAP WE courses, but also creates a pipeline of students who may transition to Mesa College and potentially serve as tutors during their college experience, as well as consider exploring education or teaching as a viable career pathway. Second, the AFT Mentor & Mentee Program has incorporated Work Experience enrolment as a component of their requirements so SDCCD classified professionals receive professional development while also pursuing salary advancement opportunities through academic units. Lastly, 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 (270/272) 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 encourages participation in industry training through enrollment in Work Experience, but also supports special populations, who often face employment barriers, with career exploration and preparation for the workforce with the goal of landing sustainable jobs in their field of study to promote economic mobility through larger wage gains. Funding for MIP is primarily supported by Perkins and LAEP. However, MIP has also partnered with other faculty and support programs across campus that have secured various grants (Encoding Geography, Sustainable Food Futures, Veteran Internship Program) that have incorporated paid internship experiences for students from special populations.

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.
Work Experience faculty collaborated to examine our CLOs across the program and individual disciplines. We came together to agree on updating our CLOs for each Work Experience course to allow for consistency across the WE program while still allowing for discipline/industry customization. The proposed updated WE CLOs were designed to provide consistency across 270 courses to allow for reporting on the WE program as a whole as well as disaggregate by individual discipline. It also allowed us to include assessment questions in the WE student post survey that were tied directly to the CLOs. This update was intended to make reporting easier for each program rather than having to assess individually. Work Experience is now able to view data across the full WE program as

well as disaggregate by program and individual course which allows for more streamlined and standardized outcomes reporting.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Work Experience has not utilized new resources.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
As mentioned previously, Work Experience has seen a steady growth over the past few years with enrollment at 161 for AY 2020-2021, 205 for AY 2021-2022, and projected at 248 for AY 2022-2023. Hands-on training within the field of interest is often reported as a top hiring qualification by employers. While this data is encouraging to see slight increase, enrollment in Work Experience is minimal at 1.3% compared to the overall student population of 19,000 so there is plenty of opportunity for growth to better prepare students for the workforce through industry training. Additionally, students enrolled in Work Experience are primarily from CTE academic programs (56%) compared to non-CTE academic programs (44%).

With updates to our shared CLOs across Work Experience and student post-survey, Work Experience is able to examine student placements and outcomes even further. For the Fall 2022 semester, 49% of Work Experience placements were unpaid compared to 51% placements that were paid which is positive to see compensation being supported. WE is also showing positive learning opportunities for students in terms of their career development and preparation for the workforce with the following data:
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they can develop, demonstrate, & articulate my professional skills, behaviors, & workplace competencies necessary for successful employment through on-the-job industry experiences (CLO 1)
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they can identify, write, and work towards completing SMART workplace or career goals for professional growth (CLO 2)
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they explore and pursue career pathways, industry expectations, professional competencies, and workforce preparation strategies (CLO 3)
? 92% of students strongly agree/agree that as a result of their enrollment in Work Experience... they effectively communicate, meet, and consult with the appropriate contact for all job-related expectations, issues, & workplace paperwork by appropriate deadlines (CLO 4)
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they have an increased knowledge of career opportunities and industry requirements.
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they have an increased confidence in their ability to pursue a career in their field of interest.
? 94% of students strongly agree/agree that as a result of their enrollment in Work Experience... they feel that their enrollment in Work Experience was informative and valuable in preparing for future career opportunities.
? 92% of students strongly agree/agree that as a result of their enrollment in Work Experience... they would recommend enrollment in Work Experience to other students.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Work Experience offers students the opportunity to earn new skills and gain real-world training while participating in a job, internship, or volunteer position. However, special populations nationally are often underrepresented in gaining hands-on training, particularly paid internships, which provide intentional career exposure, workforce

preparation, and skill development (Bill & Melinda Gates Foundation & Protagonist, 2018; Hanks et al., 2018; Koc, et al., 2019). These special populations are faced with inequities in the workforce and show higher rates of unemployment and underemployment across industries. Specifically, a recent report by the COE for San Diego and Imperial Community Colleges highlights that females were significantly underrepresented in 56 priority jobs and BIPOC workers were significantly underrepresented in 72 priority jobs. Furthermore, the 2022 CTEOS Report revealed that only 46.2% of Mesa CTE students secured a job that is very closely related to their program of study.

While Work Experience provides workforce training opportunities for students to develop value and skills aligned with their field of study and career pathway, equity gaps exist that need to be addressed. When analyzing enrollment and characteristics data, the WE program primarily enrolls female students at 84% for AY 20/21 and at 75% for AY 21/22. Yet students of color, who most often experience employment barriers, are underrepresented in gaining industry training compared to the full campus representation with enrollment of 2.4% Filipino, 4.9% African American/Black, 5.9% multi-ethnicity, and 10.2% Asian in AY 21/22.In addition, this analysis showed that disabled students taking Work Experience courses only added 4.3% of the total population for AY 20/21 and 3.4% for 21/22. Lastly, 42% of students were identified as low-income in AY 20/21 and this data is not yet known for AY 21/22. Given the challenges faced when entering and navigating the workforce for special populations, focused outreach and engagement of students should occur to increase participation in industry training opportunities and offer continued support of professional development through enrollment in a Work Experience course.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Work Experience outcomes assessment data was shared with WE faculty to review and provide feedback. Additionally, WE faculty and program leads have been encouraged to engage in more proactive outreach with students to inform them of Work Experience courses and steps to enroll. Students are informed of career/employment resources and Mesa's Internship Coordinator through our SDCCD Handshake Job Board.

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.
Work Experience has become an integral component of the Mesa Impactship Program (MIP) which will hopefully have a positive impact on enrollment as well as reduce equity gaps. 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 (270/272) 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 encourages participation in industry training through enrollment in Work Experience, but also supports special populations, who often face employment barriers, with career exploration and preparation for the workforce with the goal of landing sustainable jobs in their field of study to promote economic mobility through larger wage gains. Funding for MIP is primarily supported by Perkins and LAEP. However, MIP has also partnered with other faculty and support programs across campus that have secured various grants (Encoding Geography, Sustainable Food Futures, Veteran Internship Program) that have incorporated paid internship experiences for students from special populations.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Upcoming Title 5 changes will make engagement and enrollment in Work Experience more accessible for students, particularly non-CTE majors and non-credit students. Below is an overview of the proposed changes. Once these go into effect, the Work Experience Program will consider opportunities to expand WE courses across academic programs and disciplines to hopefully increase enrollment while also recruiting diverse faculty to teach these industry training courses.

? Removes distinction between "Occupational" and "General' Work Experience

Summary and Reflection

? Non-credit eligible for work experience
? Simplifies credit hour calculation for work experience (54 hours for unpaid/paid per 1 unit)
? Allows WE to be integrated as component of course with lecture, lab, or activity elements
? Flexibility with repeatability of WE

Additionally, the partnership with the Mesa Impactship Program (MIP) and onboarding of a second adjunct Internship Coordinator will help increase efforts for student case management and support of securing workforce training experiences for students, ultimately with the goal of increasing enrollment with Work Experience courses, particularly for special populations who often face employment barriers.

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.
Growing WE Impact
Over the past few years, work-based learning has seen remarkable growth at Mesa College:
10,926 students enrolled in courses offering work-based learning activities in AY 2023-2024.
4,979 students participated in employment preparation activities, such as internships, clinical experiences, and Work Experience courses.
This represents a 57% increase in Work-Based Learning activities from AY 2021-2022 and a 150% increase from AY 2020-2021.

Enrollment in Work Experience courses has grown steadily:
218 students in AY 2020-2021
264 students in AY 2021-2022
360 students in AY 2022-2023
432 students in AY 2023-2024 (projected to increase further in 2024-2025).
This reflects a 98.16% increase over four years, demonstrating rising student interest and the growing relevance of workforce training programs.

Title 5 Changes and Program Expansion
Recent changes to Title 5 regulations make Work Experience courses more accessible, particularly for non-CTE majors and non-credit students. This presents a significant opportunity to expand Work Experience courses across academic disciplines while recruiting diverse faculty to teach these industry-focused courses. By proactively addressing these changes, Mesa College can:

Summary and Reflection

--Increase enrollment in Work Experience courses.
--Broaden access to internships and workforce training for all students, regardless of their major.

Strengthen employer partnerships by offering the necessary infrastructure for businesses to hire, mentor, and train students for high-demand industries.
Despite this growth, enrollment in Work Experience courses remains minimal at 1.3% of the overall student population of 19,000, leaving substantial room for expansion. Hiring a dedicated instructor will help scale these opportunities, ensuring more students can benefit from industry training that directly impacts their career trajectories.

The Mesa Impactship Program (MIP)
Work Experience courses have become integral to the Mesa Impactship Program (MIP), a groundbreaking initiative designed to reduce equity gaps and promote workforce training. MIP supports students in exploring careers, developing professional skills, and participating in compensated industry experiences through internships, volunteer work, or Directed Clinical Practice (DCP). Notably:
--MIP provides eligible students a one-time $1,000 stipend or hourly compensation to support their participation in unpaid credit-bearing internships. These funds help reduce financial barriers by covering expenses like childcare, equipment, professional attire, and transportation.
--The program focuses on underserved populations, helping students overcome employment barriers and access sustainable career opportunities that promote economic mobility.

Recruitment of Diverse Work Experience Faculty from Industry:
To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. A diverse faculty brings a range of perspectives, experiences, and insights that enrich learning, foster a more inclusive environment, and help students from all backgrounds feel seen and supported. By learning from professionals with varied cultural, industry, and career experiences, students gain a broader understanding of workforce expectations and opportunities, ultimately enhancing their career readiness and confidence in pursuing their goals.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Structured work experience integrates real-world application with classroom learning, ensuring students develop the professional competencies needed for career success. Research underscores the value of academic internships and work-based learning as key drivers of career readiness, helping students reflect on their skills, bridge theory and practice, and gain hands-on experience in their chosen industries. According to the National Association of Colleges and Employers (NACE), students who engage in structured internships are significantly more likely to develop core competencies, such as teamwork, communication, critical thinking, and professionalism, which employers consistently rate as top hiring priorities.

The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success.

The current student population has shared through survey responses that the existing WE and MIP programming contributes to academic excellence. For instance, 100% of students report a reduction in personal expenses due to participation in MIP. Additionally, 94% of students agree that MIP has had a positive impact on their skills, confidence, and career prospects. More generally, Work Experience courses provide valuable career development and workforce preparation opportunities. Among enrolled students, 94% agree that the program helps them build and demonstrate professional skills, explore career pathways, and understand industry expectations. They also

report increased knowledge of career opportunities, greater confidence in pursuing their chosen field, and find the experience informative and beneficial. Additionally, 92% would recommend Work Experience to others.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Work Experience outcomes assessment data was shared with WE faculty to review and provide feedback.Additionally, WE faculty and program leads have been encouraged to engage in more proactive outreach with students to inform them of Work Experience courses and steps to enroll. Students are informed of career/employment resources and Mesa's Internship Coordinator through our SDCCD Handshake Job Board.

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. 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 WE 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.
Growing Work Experience (WE) Impact
Work-Based Learning (WBL) continues to expand at Mesa College with sustained increases in student participation across the WBL continuum. Enrollment in Work Experience courses has continued to rise across industries, reflecting growing student demand and relevance of applied workforce training. An important update is increased engagement from discipline faculty, who are now proactively requesting Work Experience offerings aligned with specific industries (e.g., CISC, STEM) and targeted student populations (e.g., Athletic Training, SEEDS Garden Interns). This shift reflects broader campus understanding of the value of industry training paired with academic credit and has strengthened WE's integration across programs.

Title 5 Changes and Program Expansion
In response to recent Title 5 changes, Mesa College is actively piloting new models to expand Work Experience access across disciplines. A key update is the pilot offering of CHIL 275 – Child Development Field Experience, which integrates Work Experience standards within a traditional course structure. This pilot aims to streamline processes for faculty while preserving the integrity of Work Experience requirements. Feedback from participating faculty will be used to refine the model and explore broader implementation. Additionally, new employer partnerships continue to be developed to diversify placement opportunities for students.

Mesa Impactship Program (MIP)
Work Experience courses remain foundational to the Mesa Impactship Program (MIP), which continues to grow in scale and impact. MIP has expanded enrollment in Work Experience courses, particularly among non-CTE majors, with a strong emphasis on STEM pathways. Updated partnerships with SDSU, UCSD, Scripps Research, and Scripps Institution of Oceanography have increased access to high-quality, compensated internships that support career exploration, professional skill development, and equity-driven workforce outcomes.

Recruitment of Diverse Work Experience Faculty
To support growing enrollment and program expansion, Mesa College has significantly increased Work Experience faculty capacity. An update includes the hiring of five additional Work Experience adjunct faculty beginning Spring 2026 to teach WORK 270. In addition, six current Mesa adjunct faculty have been hired and trained to teach discipline-specific Work Experience courses (CISC 270, EXSC 270, FASH 270, SUST 270). These instructors bring diverse industry backgrounds and lived experiences that strengthen mentorship, representation, and student career readiness across programs.

Summary and Reflection

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

Enrollment in Work Experience has increased steadily, driven in part by the full participation of students in the Mesa Impactship Program (MIP), all of whom come from underserved backgrounds. For these students, internships provide access to professional environments, mentorship, and career pathways that may otherwise be inaccessible. Participation in Work Experience and MIP helps bridge opportunity gaps, strengthen workforce readiness, and build confidence navigating professional settings.

Work Experience continues to experience increased enrollment, with 2025–26 projected to surpass the previous year. Growth is driven by intentional partnerships with discipline faculty and industry employers seeking to provide students with structured industry training and professional skill development. The program demonstrates strong outcomes, with a 97% course completion rate and a 96% success rate. Mesa College continues to offer the largest number of Work Experience course sections in the SDCCD district and serves a high proportion of underserved students, with Latinx students representing approximately 49% of enrollment. These outcomes reflect the program's ongoing commitment to equitable access, student success, and career readiness.

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

Work Experience outcomes assessment data has been shared with Work Experience faculty to support ongoing review, reflection, and continuous improvement. The Work Experience Coordinator has actively engaged program and discipline faculty to communicate the value and benefits of Work Experience course enrollment for students, including workforce readiness, professional skill development, and academic credit for industry training. These conversations have resulted in increased faculty interest and requests to develop discipline-specific Work Experience courses to better align internships with students' academic and career pathways.

As a result, Work Experience has expanded offerings to include discipline-based courses such as CISC 270, EXSC 270, FASH 270, and SUST 270, increasing access to industry training across academic areas. Enrollment of students from underserved populations continues to grow, driven largely by participation in the Mesa Impactship Program (MIP), where 100% of participants identify with at least one underserved population. This intentional alignment allows students who may not otherwise have access to internships to engage in meaningful workforce experiences and develop transferable professional skills.

Work Experience is piloting the integration of Work Experience components within non-WE courses to further broaden access to industry training opportunities. To support increased enrollment and expanded course offerings, five additional Work Experience adjunct faculty have been hired beginning Spring 2026 to teach Occupational Work Experience (WORK 270). These initiatives reflect the department's commitment to equity, program growth, and responsive workforce education aligned with student and employer needs.

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

The Work Experience program continues to demonstrate strong growth, impact, and alignment with Mesa College's mission of workforce development and student success. Enrollment has steadily increased across industries, reflecting both rising student demand for hands-on learning and growing faculty and employer engagement. Work Experience now offers the largest number of course sections in the SDCCD district, positioning Mesa College as a leader in work-based learning.

The program has strengthened employer partnerships across public, private, and nonprofit sectors, expanding high-quality internship opportunities that support students in gaining industry-relevant skills. Collaboration with the Mesa Impactship Program (MIP) has further enhanced equity-driven outcomes by reducing financial barriers and increasing access to paid and credit-bearing internships for underserved student populations.

Operationally, the program has improved onboarding processes, employer coordination, and faculty support to better manage increased enrollment and ensure compliance with Title 5 requirements. Student outcomes remain strong, with high completion and success rates, and survey data consistently demonstrates positive impacts on career readiness, confidence, and professional skill development.

Summary and Reflection

Overall, Work Experience continues to evolve as a responsive, scalable, and student-centered program that connects academic learning with real-world application, strengthens employer engagement, and supports equitable pathways to career success.

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

Goal 1: Partner with the Institutional Research Office to gain access to a list of students in CTE academic programs

Unit Goal: Goal 1: Partner with the Institutional Research Office to gain access to a list of students in CTE academic programs to provide proactive outreach to students to inform them about Work Experience and career development resources by Spring 2025.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

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:** Contact the Institutional Research Office to discuss collaboration **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 01/31/2025 **Action Plan Update**: The WE Program has met with the Institutional Research Office; however, discussions have been centered around outreach to students identifying with underserved populations to promote participation in the Mesa Impactship Program (MIP). These students will participate in workforce training opportunities and enroll in a Work Experience course as a requirement of MIP. While additional discussions still need to occur to gain access to a list of students by CTE academic programs, this proactive outreach for MIP is a start and has resulted in increased enrollments for Work Experience. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop strategies, plan, and timeline for proactive outreach to students **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 01/31/2025 **Action Plan Update**: The WE Program has met with the Institutional Research Office; however, discussions have been centered around outreach to students identifying with underserved populations to promote participation in the Mesa Impactship Program (MIP). These students will participate in workforce training opportunities and enroll in a Work Experience course as a requirement of MIP. While additional discussions still need to occur to gain access to a list of students by CTE academic programs, this proactive outreach for MIP is a start and has resulted in increased enrollments for Work Experience. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Through partnerships with MIP and support programs, increase industry training and enrollment in Work Experience courses of students identifying with special populations

Unit Goal: Goal 2: Through partnerships with MIP and support programs (ie: Black Leadership Fellows, Umoja, Puente, EOPS, etc.), increase outreach and participation in industry training and enrollment in Work Experience courses of students identifying with special populations by Spring 2025.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **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:** Contact MIP and support programs to discuss collaborations **Action Plan Cycle:** 2025 - 2026, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students. MIP addresses obstacles through targeted recruitment on Mesa's campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries. MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop strategies, plan, and timeline for proactive outreach to students **Action Plan Cycle:** 2025 - 2026, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students. MIP addresses obstacles through targeted recruitment on Mesa's campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries. MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Identify continued support of students as they engage in workforce training experiences **Action Plan Cycle:** 2025 - 2026, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2025

Action Plans	Updates
	Action Plan Update: The Work Experience program has seen increased enrollment, driven in part by the participation of 100% of MIP students from underserved backgrounds. Internships play a crucial role in supporting these students by providing hands-on experience, professional networking opportunities, and access to career pathways that may otherwise be out of reach. For underserved populations, internships help bridge opportunity gaps, enhance workforce readiness, and build confidence in navigating professional environments. By offering real-world industry exposure, internships empower students with the skills, experience, and connections necessary for long-term career success. However, structural barriers, such as financial constraints and lack of access to professional networks, disproportionately exclude underserved students. MIP addresses obstacles through targeted recruitment on Mesa's campus. Through collaborations with specialized programs (Disability Services, Dreamers, Puente, Umoja, etc.), the MIP Team educates students about internship possibilities and matches participating students with internships in their fields of interest by establishing relationships with local high-demand industries. MIP outreach targets historically underserved groups, including Black, Latine, veteran, and undocumented students, with 51% of participants identifying as Black or Latine. Initiatives such as the Veterans Internship Program (VIP) and tailored mentorship efforts underscore MIP's dedication to dismantling systemic barriers and fostering pathways to economic mobility for underrepresented communities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Explore expansion of Work Experience for non-CTE disciplines and recruit diverse faculty to teach WE courses.

Unit Goal: Goal 3: Explore expansion of Work Experience for non-CTE disciplines and recruit diverse faculty to teach WE courses by Fall 2024.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2024 - 2025

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 **Action Plan:** Contact non-CTE disciplines and program leads to discuss Title 5 changes and opportunities to collaborate with Work Experience **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 01/31/2025 **Action Plan Update**: To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop plan to outreach and recruit diverse faculty to teach WE courses. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 01/31/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Train newly hired faculty on WE/process and provide support **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 01/31/2025 **Action Plan Update**: To keep up with demand, two Work Experience adjunct faculty have been hired to teach Occupational Work Experience (WORK 270) as well as two additional Work Experience adjunct faculty to support internship coordination for MIP students and teach WORK 270 sections as part of the program. The Work Experience (WE) program actively recruits diverse industry professionals as instructors to ensure students benefit from inclusive representation and mentorship. Newly hired faculty are onboarded and trained on WE process, requirements, etc. Additionally, the WE Coordinator has hosted a training at the start of each semester for WE faculty to review the process, Title V changes, and answer questions. The WE Coordinator and MIP Team present and meet regularly with faculty from all disciplines (CTE / non-CTE) to share about and encourage student engagement with the Mesa Impactship Program (MIP) and WE. These collaborations have resulted in increased enrollment from non-CTE majors, more faculty/staff serving as campus mentors for student interns, and greater support for workforce training. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track