

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Highlight facility improvements through SWF,

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- 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

		<p>Strong Workforce funding including:</p> <ul style="list-style-type: none">○ Fermentation○ Neurological Diagnostic Technician○ Health and Wellness Coaching○ Physical Therapy Assistant <ul style="list-style-type: none">● 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. <p>Challenges</p> <ul style="list-style-type: none">● 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<ul style="list-style-type: none">○ Navigating the new workload, defining expectations, etc., while continuing with our regular duties and
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		responsibilities
<p>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.</p>	<p>Optional</p>	<p>Strong Workforce Committee structure</p> <p>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.</p> <p>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.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>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.</p> <p>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.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate</p> <p><input type="checkbox"/> Reviewed not accurate, update in progress</p> <p><input type="checkbox"/> Reviewed not accurate, need support</p>

listed in CurricuNet for each course and verify accuracy.		Not applicable
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	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.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	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 you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	There are significant differences in enrollment, retention, and completion when disaggregated by race/ethnicity and income. This is an area that will need to be focus during the next academic year, specifically the intersectionality of adult learners and DI groups.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	n/a
Practice Reflection		
Prompt	Guidance	Program Response

Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Outside factors include the current state of the economy as a result of 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.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Increase access for current and prospective students into and out of Career Education, reversing five-year enrollment decline trends with specific emphasis on adult learners Goal 2: Expand and enhance programming that supports students obtaining jobs in their field of study including the Mesa Impactship Program (MIP), WBL Faculty Liaison project, and Industry Advisory Committees

		<p>Goal 3: Integrate data and research, including qualitative student feedback, into decision making processes to enable actionable strategies</p> <p>Goal 4: Support Career Education stakeholders in professional growth</p> <p>Goal 5: Enhance and build out support structure to support financial, grant, and project management of assigned funds</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Increase access for current and prospective students into and out of Career Education</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements</p> <p>SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers</p> <p>Goal 2: Expand and enhance programming that supports students obtaining jobs in their field of study</p> <p>SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future career</p> <p>Goal 3: Integrate data and research, including qualitative student feedback, into decision making processes to enable actionable strategies</p> <p>SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</p>

		<p>Goal 4: Support Career Education stakeholders in professional growth</p> <p>SO: Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups</p> <p>SO: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success</p> <p>Goal 5: Enhance and build out support structure to support financial, grant, and project management of assigned funds</p> <p>SO: Increased campus understanding, communication of and transparency in budget and resource allocation</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Increase access for current and prospective students into and out of Career Education</p> <ul style="list-style-type: none"> ● Action: Implement Year 2 of the College Based Marketing project ● Action: Coordinate regional marketing campaign with local marketing efforts ● Action: Continue support to programs for outreach and recruitment <p>Goal 2: Expand and enhance programming that supports students obtaining jobs in their field of study</p> <ul style="list-style-type: none"> ● Action: Support WBL team in implementing the WBL Faculty Liaison project ● Action: Support the expansion of MIP to 150-200 students per semester ● Action: Tailored support implemented for Industry Advisory Committees <p>Goal 3: Integrate data and research, including qualitative student</p>

		<p>feedback, into decision making processes to enable actionable strategies</p> <ul style="list-style-type: none"> ● Action: Develop, in coordination with Institutional Effectiveness, a Career Education research agenda ● Action: Implement project charters for all CTE projects ● Action: Develop Career Education 2-year strategy <p>Goal 4: Support Career Education stakeholders in professional growth</p> <ul style="list-style-type: none"> ● Action: Continue support for the professional development funding for CTE programs ● Action: Continue to identify ways in which to support faculty professional development with emphasis on adjunct faculty and counselors ● Action: Implement the SW Counselor Institute <p>Goal 5: Enhance and build out support structure to support financial, grant, and project management of assigned funds</p> <ul style="list-style-type: none"> ● Action: Implement project charters for all CTE projects ● Action: Support professional development and trainings for finance, purchasing, and other administrative functions that occur in instruction
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Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Lead Writer and Manager Information

Lead writer Name(s)	Rachel Russell, Aracely Bautista, Carina Hernandez
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Submission Date of Program Review Draft to Manager for feedback	

Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/25/2023
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