

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

2019-202 PR Archive for Strong Workforce <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-archives/program-review-19-20/program-review-administrative-services/PR%20Strong%20Workforce.pdf>

2018-19 Comprehensive Program Review Archive for StrongWorkforce

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-archives/program-review-18-19/program-review-administrative-services/CASPR%20Strong%20Workforce%202018-2019.pdf>

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"> 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.

		<p>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.</p> <ul style="list-style-type: none">● 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
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		<p>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.</p> <ul style="list-style-type: none">● Support for Career Center's programming and services, i.e. Career Fair<ul style="list-style-type: none">○ 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/Giveaways (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
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		<p>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.</p> <p>Challenges</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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	Optional	<ul style="list-style-type: none"> ● Added Employment Engagement Liaison to team

<p>major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>		<ul style="list-style-type: none"> ● 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
<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>	<ul style="list-style-type: none"> ● 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.
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support Not applicable</p>
<p>Data Reflection</p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe the trends you see in your program/service area's data.</p>	<p>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</p>	<p>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.</p> <p>Notable trends identified include:</p>

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

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

		<p style="text-align: center;">management</p> <p>During the data review there were noted gaps within the data collection process and that includes the following:</p> <ul style="list-style-type: none"> ● 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 <p>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.</p>
<p>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.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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.</p> <p>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.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>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.</p>	<p>n/a</p>
<p><i>Practice Reflection</i></p>		

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.	<ul style="list-style-type: none"> • 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
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.	n/a

Unit Goals and Action Plans

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1 STUDENT:</p> <ul style="list-style-type: none"> • 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 2 FACULTY:

- 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 3 Employers:

- 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

		<p>advantage of pursuing education at Mesa, the benefits Mesa provides to the region, and the achievements of Mesa students and alumni</p> <p>Goal 4 Defining and measuring impact:</p> <ul style="list-style-type: none"> • 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
<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: Students</p> <p>SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. (Community)</p> <p>SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. (Pathways and Partnerships)</p> <p>Goal 2: Faculty</p> <p>SO: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (Scholarship)</p>

		<p>SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. (Pathways and Partnerships)</p> <p>Goal 3: Employers</p> <p>SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (Pathways and Partnerships)</p> <p>SO: Increase opportunities to be an asset and resource to the external community. (Community)</p> <p>Goal 4 Defining and measuring impact:</p> <p>SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services (Pathways and Partnerships)</p> <p>SO: Use technology to improve communication and accessibility across campus. (Community)</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 STUDENTS</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none">● 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.<ul style="list-style-type: none">a. Action - Create an internal organizational chart of WBL and Career Center staff, including roles, responsibilities, and servicesb. 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).<ul style="list-style-type: none">a. Action - Review WBL and SG21 data to identify equity gaps for students and programs participating in WBL activitiesb. 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-campusd. Action - Onboard recently hired adjunct Internship Coordinator(s) to support case management of
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students and development of employer partners for MIP

Goal 2 Faculty

- 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.

Goal 3 Employers

- 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.

Goal 4 Defining and measuring impact:

- 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

		<ul style="list-style-type: none"> ○ 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
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Katlin Choi, Shawn Fawcett, Pavel	
Name of Program/Unit	Work-Based Learning	
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