

SAN DIEGO  
MESA COLLEGE



## **Program Review**

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

Academic and Learning Support - Strong Workforce

### Executive Summary

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

#### Successes

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

The CTE office hosted networking events at Vet Tech, the Mesa Design Center, and Exercise Science. The goals of these events include:

- Highlight facility improvements through SWF, Perkins
- Rebuilt CTE faculty community
- Provide counselors with connections to programs, immerse in student experience

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

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

Successfully launched the employer engagement liaison model at Mesa College.

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

The CTE office continues to enjoy collaboration with many departments across campus that enable the improvement of CTE student outcomes. Departments include:

- Career Center
- Tutoring
- Office of Communications
- Outreach
- Research
- Peer Navigators

Supporting the growth in new programs through the use of Strong Workforce funding including:

- Fermentation
- Neurological Diagnostic Technician
- Health and Wellness Coaching
- Physical Therapy Assistant

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

#### Challenges

## Summary and Reflection

Strong Workforce is now responsible for paying for the Cost-of-Living Adjustment (COLA) which is creating budget pressures

Staffing remains to be a challenge given the expansion of the Mesa Impactship Program and launch of the WBL Faculty Liaison project. Currently there is no administrative support for WBL and MIP.

Effective communication (relaying information to all those involved, from Management/different CTE programs to Admin Services for actual request processing) between constituencies remains a challenge in ensuring projects are delivered on-time and on-budget

Competing and sometimes unclear deadlines (meeting all deadlines flawlessly: office, campus, district and region) make it hard to prioritize work and remain to be an area of focus

New Associate Dean -Transition process of new management for department

Navigating the new workload, defining expectations, etc., while continuing with our regular duties and responsibilities

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

Strong Workforce Committee structure

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

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

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

The continued cost increases from the COLA and step increases are accelerating the impacts to the overall Strong Workforce budget and ability to support CTE programs at Mesa College.

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

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

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

### Trends observed in program/service area's data.

The two most significant trends within Career Education at San Diego Mesa College is the five-year decline in enrollment, specifically driven by students who are over the age of 25.

## Summary and Reflection

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

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

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

There are significant differences in enrollment, retention, and completion when disaggregated by race/ethnicity and income.

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.**

N/A

**Related Documents for Charts and Graphs**

**Data Reflection Complete**

Yes

## Practice Reflection

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**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

The two largest ways in which this office aims to address the gaps noted above include the support and focus on marketing of Career Education programs. This includes both institutional level Career Education marketing and specific support for programs who may be experiencing significant declines. This area will likely be the top priority for the office this next fiscal year.

The other way in which the office is supporting addressing this gap is the focus and deployment of limited resources to support MIP and the WBL faculty liaison project. Through these investments direct effort and strategy can be placed to specifically target DI within retention and employment outcomes of San Diego Mesa College students.

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

Outside factors include the current state of the economy as a result off lingering impacts of COVID-19 and the inflationary trends.

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

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

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

## Summary and Reflection

### Mid-Cycle Updates

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#### **Are there any edits or updates to the Executive Summary above?**

There are no major updates to the executive summary. During Academic Year 2023-2024 the Strong Workforce Committee is engaged in Career Education planning to support the submission of the Comprehensive Local Needs Assessment (CLNA). Changes are anticipated in the next academic year based upon the final results of the CLNA.

#### **Are there any edits or updates to the Data Reflection above?**

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

#### **Are there any edits or updates to the Practice Reflection above?**

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

## Summary and Reflection

### Accesss

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**Unit Goal:** 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 Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 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> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Field of Study Jobs

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**Unit Goal:** 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

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p>	

## Summary and Reflection

Action Plans	Action Plan Update
<p><b>Action Plan:</b> Action: Support WBL team in implementing the WBL Faculty Liaison project</p> <p>Action: Support the expansion of MIP to 150-200 students per semester</p> <p>Action: Tailored support implemented for Industry Advisory Committees</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

## Data Informed Decisions

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

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 1: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> ï Action: Develop, in coordination with Institutional Effectiveness, a Career Education research agenda</p> <p>ï Action: Implement project charters for all CTE projects</p> <p>ï Action: Develop Career Education 2-year strategy</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

## Professional Learning

**Unit Goal:** Support Career Education stakeholders in professional growth.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

## Summary and Reflection

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Scholarship - Objective 1: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> ĩ Action: Continue support for the professional development funding for CTE programs                      ĩ Action: Continue to identify ways in which to support faculty professional development with emphasis on adjunct faculty and counselors                      ĩ Action: Implement the SW Counselor Institute</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

## Support Structures around Funding

**Unit Goal:** Enhance and build out support structure to support financial, grant, and project management of assigned funds.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 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</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	