

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

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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.

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? 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.

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.

Related Documents for Charts and Graphs

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

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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
- ? 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

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

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

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

Summary and Reflection

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: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Contact the Institutional Research Office to discuss collaboration</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Develop strategies, plan, and timeline for proactive outreach to students</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025</p>	

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: (X - Highlight the X to Align)

- Completion - Objective 2: X
- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Contact MIP and support programs to discuss collaborations</p>	

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Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2025 - 2026	
Action Plan Status: Active Action Plan: Develop strategies, plan, and timeline for proactive outreach to students Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2025 - 2026	
Action Plan Status: Active Action Plan: Identify continued support of students as they engage in workforce training experiences Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2025 - 2026	

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: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
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: 2023 - 2024, 2024 - 2025	
Action Plan Status: Active Action Plan: Develop plan to outreach and recruit diverse faculty to teach WE courses. Action Plan Cycle: 2023 - 2024, 2024 - 2025	
Action Plan Status: Active Action Plan: Train newly hired faculty on WE/process and provide support Action Plan Cycle: 2023 - 2024, 2024 - 2025	

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