

# CAREER SERVICES STRATEGIC PLAN



**2024**

**2027**

**Reimagining Career Services Across Our Campus**

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# SAN DIEGO MESA COLLEGE

## Mission

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

## Vision

To be the leading college of equity and excellence, educating students to shape the future.

## Values

- |                   |                          |                |                    |
|-------------------|--------------------------|----------------|--------------------|
| 1. Access         | 4. Equity                | 7. Integrity   | 10. Sustainability |
| 2. Accountability | 5. Excellence            | 8. Respect     |                    |
| 3. Diversity      | 6. Freedom of Expression | 9. Scholarship |                    |



# DIVERSITY EQUITY & INCLUSION COMMITMENT

San Diego Mesa Career Services is committed to fostering a welcoming and inclusive environment that empowers all students to achieve their career goals. We recognize the unique experiences and perspectives that students from diverse backgrounds bring to the table, and we believe these differences contribute to a richer learning and career exploration experience. We celebrate the diversity of our student body, including race, ethnicity, gender identity, sexual orientation, socioeconomic status, age, ability, religion, veteran status, and first-generation status. We provide resources and support services tailored to the specific needs of underrepresented student populations. We strive to ensure equitable access to our career development services for all students, regardless of background and create a space where all students feel safe, valued, and respected. We are committed to ongoing self-reflection and assessment of our practices to identify areas for improvement and strive to empower all our students to navigate the career development process with confidence to achieve their full life potential.



# PROJECT OVERVIEW

## Career Navigation RFA Project Overview

Five years ago, the Regional Pathway Navigation workgroup developed a strategic plan to enhance student success by improving college entry, career exploration, and academic pathway navigation.

To address this plan, two Requests for Applications (RFAs) were issued to support Region 10 colleges in implementing comprehensive onboarding strategies for all students. These strategies focused on outreach, pre-enrollment engagement, orientation, and career exploration, aligning with Guided Pathways and Student Equity and Achievement Program goals.

Region 10 colleges have made significant progress in these areas, with Pathway Navigation initiatives largely integrated into Guided Pathways efforts. However, a recent evaluation of Pathway Navigation work identified a critical need for enhanced support services in Career Services.

This funding will support regional colleges in developing and implementing comprehensive Career Services Strategic Plans.

- **Phase I (year one) will focus on assessing current Career Services offerings and creating a strategic roadmap through the NACE assessment tool.**
- **Phase II (years two to four) will provide resources for implementing the strategic plan.**

(See Appendix D)

## NACE Definition



The National Association of Colleges and Employers (NACE) empowers and connects professionals dedicated to supporting, developing, and employing the college-educated workforce. NACE's Professional Standards for College and University Career Services guide the development, maintenance, and delivery of career programs, resources, and services across diverse educational institutions, including four-year schools, graduate schools, community colleges, and online institutions. These standards are designed to accommodate variations in career services nationwide, ensuring excellence and consistency in supporting students and graduates in their career development journeys.

# CAREER SERVICES INTRODUCTION

At San Diego Mesa College, where equity and excellence go hand in hand, Career Services is dedicated to becoming the model of Career Services in the California Community Colleges' Region 10. We are passionate about seamlessly integrating career development into the student experience, both within and beyond the classroom. Our mission is driven by the core value of Diversity, Equity, and Inclusion (DEI), ensuring all students have equitable access to the resources, opportunities, and support systems they need to succeed in their careers. By formalizing our vision and outlining clear objectives, we aim to enhance the impact of Career Services on student success. This strategic plan serves as a roadmap to elevate our services, align our efforts with institutional goals, and foster a campus environment where every student can thrive. We are excited to see Career Services continue growing and to witness student success through our intentional integration of career services into their educational journeys.

## About Career Services

Our Career Center & Work-Based Learning Teams work closely together with the mission to prepare students to reach their career goals and support faculty/staff to embed career-focused activities within the classroom while focusing on industry needs. We are here to help students create a unique career & life vision by understanding their WHY. We support students in being intentional with their holistic experiences through the exploration of interests, development of skills, and preparation for the workforce.

*(See Appendices A, B, C, F, G)*




Help students reach their Career Goals



Develop their Skills



Explore Career Pathways



Preparing for the Workforce

# CAREER SERVICES HIGHLIGHT

(See Appendix A,B,C)

## 2023–2024 Academic Year

### CAREER CENTER & WORK-BASED LEARNING

Rebranded as  
Career Services!

### DISTRICT-WIDE CAREER FAIR



600+ students & 100+ employers

### OPEN HOUSE



500 participants

### INDUSTRY VISIT



73 guided trips

### HIRING



7 Work-Based Learning Liaisons

### MESA IMPACTSHIP



360 student interns & 103 host employers

### NEW



Joint Career Services website

### FIRST-EVER EVENTS & COLLABORATION



Veteran Career Panel & Business Job Fair  
Veteran Success Center & School of Business & Technology

### HANDSHAKE AS OF JULY 29, 2024



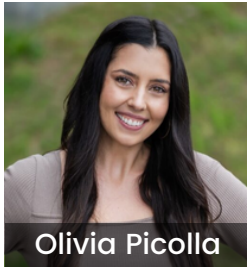
8,758 employers & 16,265 approved jobs & 3,028 Mesa students

# WE ARE THE CAREER SERVICES TEAM!



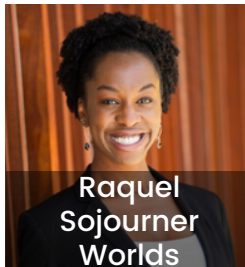
Alex Berry

Associate Dean  
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Education]



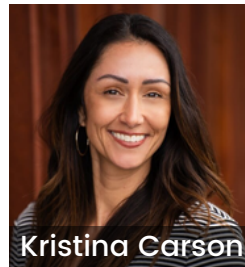
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[Career Center]



Raquel  
Sojourner  
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Counselor  
[Career Center]



Kristina Carson

Counselor  
[Career Center]



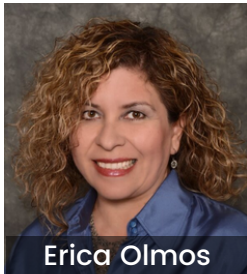
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Faculty WBL  
Coordinator  
[Work-Based Learning]



Katlin Choi

Faculty WBL Coordinator  
[Work-Based Learning]



Erica Olmos

Employer Relations  
Liaison  
[Work-Based Learning]



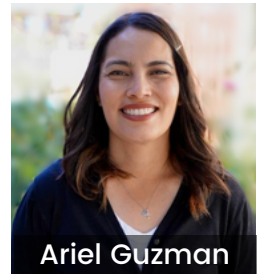
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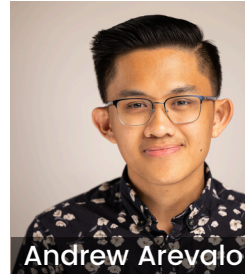
Student Assistance  
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SAN DIEGO  
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Project Assistant  
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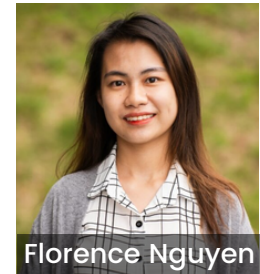
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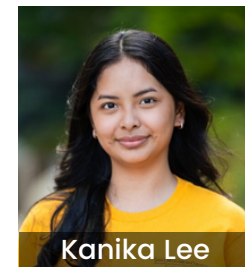
Jose Ortega

Lead Career Peer  
Ambassador



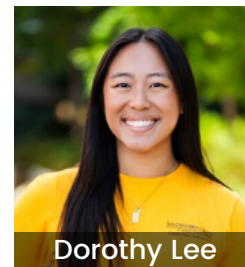
Ashley Welch

Lead Career Peer  
Ambassador



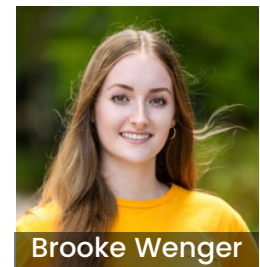
Kanika Lee

Lead Career Peer  
Ambassador



Dorothy Lee

Career Peer  
Ambassador



Brooke Wenger

Career Peer  
Ambassador



# NACE ASSESSMENT SUMMARY SCORES

## Application of Professional Standards to Career Services

Mesa College Career Services is committed to providing exceptional career services to our students. The Professional Standards for College and University Career Services outline the essential components of a comprehensive career development program. They were created to ensure students have access to quality career support within the college as a whole. Evaluating the effectiveness of our services required a comprehensive look at multiple areas within each of our departments and across the campus as a whole.

Our cross-functional Career Services team conducted this assessment to bring diverse perspectives and expertise to the evaluation process. By examining our services through multiple lenses, we were able to identify areas of strength, weaknesses, and opportunities for improvement. This will help us ensure that Mesa College is providing the best possible career readiness support to all our students.

## Scoring & Self-Assessment

Each Section Summary Score was calculated by adding the ratings of the section and then dividing the sum by the number of items rated in that section. The dimensions of the program were scored using this rating scale:

- NA = Not applicable. Standard does not apply to this institution and/or career services office.
- 0 = Insufficient evidence to determine the level to which the standard is met.
- 1 = Standard is not met at all or in any appreciable manner. The program is deficient and requires extensive improvements.
- 2 = Partially meets standard.
- 3 = Meets standard.
- 4 = Exceeds standard.

- **Mission** | 2
- **Program Components** | 2.15
- **Organization, Mgmt. and Leadership** | 2.95
- **Human Resources** | 2.65
- **Financial Resources** | 2.14
- **Facilities** | 2.62
- **Technology** | 2.91
- **Institutional and External Relations** | 1.84
- **Employer Relations and Recruitment Services** | 2.84
- **Legal, Policy, and Risk Mgmt.** | 2.89
- **Access, Diversity, Equity, and Inclusion** | 2.42
- **Ethics** | 1.19
- **Program Evaluation, Assessment, and Research** | 1.61

(See Appendix D)

# RESEARCH & FINDINGS

Career Services has had ongoing collaboration with various departments such as the Dean’s Council, IE, and Mesa’s Campus with the Career Services student survey. We as a team have been actively engaged in collecting data to understand how we can enhance the services offered.

## CAMPUS SURVEY



## FEATURED THEMES

89 responses

People who work on campus don't know about our services and about what we do

47 contract/adjunct faculty completed the survey

50 out of 89 people have not collaborated with Career Services

4.76 was the average rating on how likely they would continue referring students to Career Services

70 out of 89 have referred students to Career Services



54 people out of 89 said they are embedding Career Services in their curriculum

## TESTIMONIALS

- “There are many proven and effective programs at 4-year colleges where career planning is built into the academic expectations (similar to setting out an education plan with an academic adviser) without negatively impacting students' academic performance.”
- “There are a lot of hurdles to jump through to do this work. It's also confusing to know who to go to, Career Center or WBL, who does what, and when they are available.”
- “It is in the best interest of the college to adopt a career/student focused approach to everything that we do in order to maximize the great work being done by our Career Center and WBL team. If we are to be a bridge to the community, then we need to be fortify the bridge for students from college to career.”

(See Appendix E)

# STUDENT SURVEY



## FEATURED THEMES

833 responses

492 students haven't used our services compared to the 341 who have

Most students who answered have been at Mesa less than 1 year

535 students want to transfer to a 4-year

Highest number of students aged 18-25 answered completed the form

Average satisfaction rating of 9.01

390 want to obtain an Associate's

592 students strongly agree or agree that Mesa College has supported their career goals

Most students are unsure of the career services purpose and existence with 391 students combined

## TESTIMONIALS

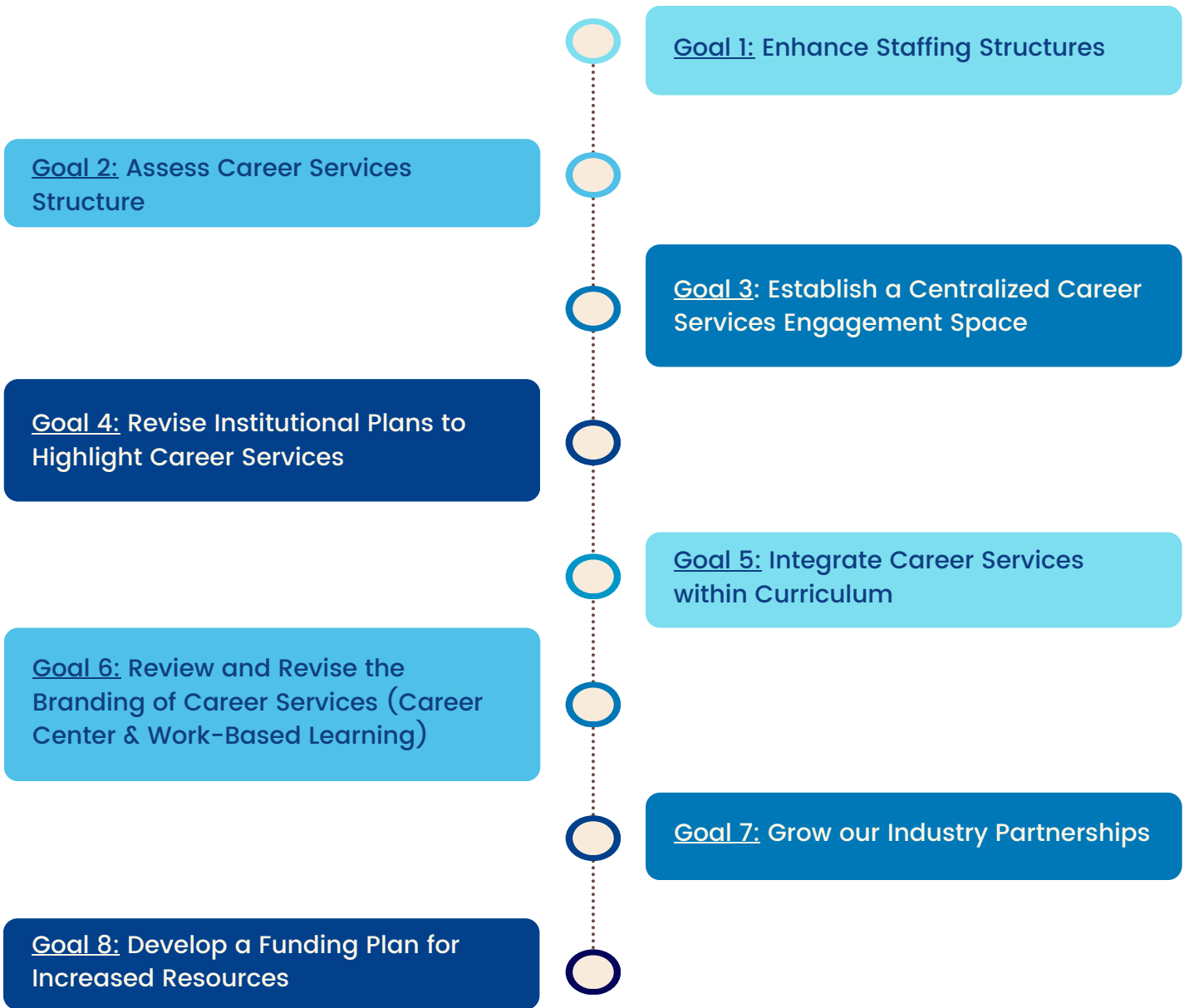
- "Thank you for helping people find their passion and reach their potential!"
- "Career services staff are great and they are there to help students further their educational goals."
- "I am extremely satisfied with the career services tools that were offered to me."
- "I have only had positive experiences when coming to Career Services...those who worked there were incredibly helpful."



(See Appendix E)

# CAREER SERVICES STRATEGIC GOALS

The Mesa College Career Services team held meetings throughout the 20224-2025 academic year and presented to various constituency groups, including the Dean’s Council, the President’s Cabinet, the Chair of Chairs, and the Administrators Meetings. Through our presentations and dialogue, we found common themes that would help to address the areas of growth needed in Career Services. Through the completion of the NACE assessment and continuous dialogue, we are proposing to focus on the following areas for implementation of the Career Services Strategic Plan:



## Goal 1: Enhance Staffing Structures

To enhance Mesa College's commitment to equity and student success, we propose submitting annual position requests through the Program Review process to expand our Career Services team. By increasing our capacity, we can effectively implement the college's equity plan and the "career planning before ed planning" initiative. Additional career services staff will enable us to provide comprehensive career counseling and support to all students, especially historically marginalized populations. It will help us to align our efforts with Mesa College's new student success strategies and position Mesa College as a regional leader in career services. Finally, more staffing will improve student outcomes, including employment rates and socioeconomic mobility which over time can boost student enrollment and strengthen alumni connections. Ultimately, investing in our Career Services team is an investment in the future of our students and our community.

### Objective

Request appropriate staffing/positions through our college's Program Review position request process.

### Outcomes

- Increased capacity to serve students.
- More specialized staff roles to address specific student needs.
- Improved service delivery and student satisfaction.

### Progress Measures

- Conducted NACE assessment and identified gaps in current staffing.
- Develop and submit detailed position requests through the Program Review process.

### Mesa 2030 Alignment

- **Pathways & Partnerships** - *Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers*
- **Stewardship** - *Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community*

## Goal 2: Assess Career Services Structure

We see potential and opportunity to enhance the effectiveness of Career Services by assessing and, if decided upon, implementing a re-organization of our structure. This initiative aims to improve service delivery and ensure that our students receive the highest level of support in their career development journeys. This goal stems from historical feedback from students and campus partners regarding inefficiencies in structure and points of contact. Additionally, a thorough assessment of our current organizational framework may reveal areas that could benefit from enhanced coordination, streamlined processes, and clearer role definitions. Our existing structure has shown some inefficiencies that could be addressed through a strategic reorganization. By creating a more cohesive and integrated structure, we can enhance communication, reduce redundancies, and ensure that every team member is working towards common goals with greater effectiveness, benefiting not only students but our campus community as a whole. If a re-organization is implemented, our Career Services team will become more dynamic and responsive, better equipped to support our students in achieving their career goals.

### Objective

Assess the current structure of Career Services to determine if a re-organization is needed to enhance efficiency, effectiveness, and integration into the student experience.

### Outcomes

- A more efficient and effective Career Services department programming
- Clearer roles and responsibilities for faculty and classified staff members.
- Enhanced collaboration and integration of career education across campus

### Progress Measures

- Conduct an internal review of the current organizational structure.
- Engage staff in discussions and brainstorming sessions to gather input.

### Mesa 2030 Alignment

- **Pathways & Partnerships** - Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers
- **Stewardship** - Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community

## Goal 3: Establish a Centralized Career Services Engagement Space

The Career Center and Work-Based Learning Offices are currently dispersed across campus, with the Career Center sharing space with the Transfer Center and Evaluations Office. This fragmented arrangement has led to confusion among students, faculty, and external partners about the distinct services offered by each department. While our recent rebranding has helped clarify some of this, the limitations imposed by shared space and understaffing continue to hinder our ability to effectively support students. Establishing a centralized Career Services hub would significantly enhance our capacity to deliver comprehensive career support, from major exploration to employment acquisition. A dedicated space would not only improve student accessibility and engagement but also elevate the department's visibility as a critical component of student success. We believe that this investment in a centralized Career Services location is essential to optimizing our resources, fostering a sense of community among students, and ultimately increasing enrollment.

### Objective

Establish a new centralized Career Services facility space on campus for the Career Services team to support with student access and engagement.

### Outcomes

- A dedicated, easily accessible space for students to engage with Career Services.
- Enhanced student engagement and satisfaction with career education and exploration opportunities.
- Improved team collaboration and efficiency in the delivery of services

### Progress Measures

- Conducted NACE assessment and identified gaps in current facilities
- Secure funding and approval for the new space.
- Collaborate with campus facilities and planning departments to design and construct the space.

### Mesa 2030 Alignment

- **Community**
  - *Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups\*, and inclusion.*
- **Completion**
  - *Develop cross-functional teams that support student success and include integrated career and transfer counseling.*
- **Scholarship**
  - *Expand the use of innovative and high-quality teaching, learning, and support practices....*

## Goal 4: Revise Institutional Plans to Highlight Career Services

We see an opportunity to elevate the significance of Career Services and career education within our institution, aligning these efforts with our college’s mission, vision, values, Mesa 2023 Strategic Plan, and Student Equity and Achievement Plan. By prioritizing career development, we demonstrate a steadfast commitment to student success, bridging the gap between academic pursuits and professional aspirations. This approach enriches the educational experience by infusing real-world relevance into coursework, while also addressing the critical challenge of many Mesa College students struggling to attain a livable wage. By positioning our college as a leader in career preparation, we can distinguish ourselves in the region, attracting students who seek a comprehensive education that equips them for both academic and professional success.

### Objective

Revise Mesa College’s Mission/Vision/Values, Student Equity and Achievement Plan, and Mesa 2030 to intentionally highlight and commit to supporting the value of Career Services.

### Outcomes

- Institutional commitment to career education, readiness and support for students
- Greater recognition of Career Services' role in student success.
- Improved alignment of Career Services with institutional mission and goals.

### Progress Measures

- Review current institutional plans to identify areas for revision.
- Collaborate with key campus stakeholders, including college leadership, faculty, and staff, to propose revisions.
- If re-organized, communicate the revised plans to the campus community.

### Mesa 2030 Alignment

- **Completion, Pathways & Partnerships, Stewardship, Community, Scholarship**



## Goal 5: Integrate Career Services within Curriculum

As of now, across our campus, there are varying levels of career readiness activities taking place in each of our instructional departments, classrooms, and within student services programs and services. There is also an absence of career focused language within the mission, vision and values of our institution. Based on our Mesa Career Services Employee Survey, we heard from Mesa faculty members that shared how difficult it can be to have the time and resources to incorporate career components into their classroom curriculum and a number of faculty that emphasized the known importance of embedding career education and planning into the fabric of our institution, in an intentional way. To empower faculty to integrate work-based learning and career services into the classroom, the Work-Based Learning team recruited seven instructional faculty members in 2023 as Faculty Liaisons. These liaisons have championed this initiative within their academic schools, by advocating for career inclusion in course curriculums and syllabus activities. Additionally, they actively promote work-based learning's impact on student retention, completion, employability, and social mobility. The Faculty Liaisons have laid a strong foundation, but to fully integrate career services and activities into Mesa's classrooms for the long term, we need to equip our instructional faculty with more direct professional development, resources, and educational tools.

### Objective

Incorporate career services into all disciplines (CTE & Non-CTE) curriculum with the support and guidance of the Mesa Work-Based Learning Liaisons and Career Services for each instructional school.

### Outcomes

- Curriculum that includes career exploration, education and readiness components.
- Increased student awareness and preparation for internship and employment opportunities.
- Stronger collaboration between instructional faculty and career services faculty and staff.

### Progress Measures

- Collaborate with instructional faculty and Mesa Work-Based Learning Liaisons to develop career-related modules and activities.
- Provide training and resources to faculty to effectively integrate these components into their courses.
- Monitor and support the implementation of career services within the curriculum.

### Mesa 2030 Alignment

- **Completion** - *Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.*
- **Scholarship** - *Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.*

## Goal 6: Review and Revise the Branding of Career Services (Career Center & Work-Based Learning)

We see potential and opportunity to strengthen our branding efforts for Career Services by reviewing and revising our current brand identity. Consistent branding that clearly communicates the mission and services of Career Services is essential for increasing visibility and recognition among students, faculty, and external partners. By creating a unified and appealing brand identity, we can enhance student engagement and ensure that our services are effectively utilized. To achieve this, we will create a cohesive brand identity that integrates the Career Center and Work-Based Learning departments under one umbrella. This includes developing a new logo, color scheme, and design elements that reflect our mission and values. By improving our marketing materials and online presence, we aim to increase the visibility of Career Services to students, faculty, staff, administrators, and employer partners. We plan to implement targeted marketing campaigns to raise awareness of Career Services among students, faculty, and external partners. This includes hosting events, workshops, and information sessions that highlight our services and success stories.

### Objective

Refresh and standardize the branding of Career Services, including the Career Center and Work-Based Learning.

### Outcomes

- Consistent branding that clearly communicates the mission and services of Career Services.
- Increased visibility and recognition of Career Services among students, faculty, and external partners.
- Enhanced student engagement due to a more appealing and coherent brand identity.

### Progress Measures

- Conduct a branding review to identify areas for improvement.
- Current Implementation: Continue standardizing the branding through our joint website presence and print marketing materials.
- Next Steps: Communicate the new branding to campus community to ensure recognition and adoption.

### Mesa 2030 Alignment

- **Completion, Pathways & Partnerships, Stewardship, Community, Scholarship**

## Goal 7: Grow Industry Partnerships

Exploring the potential to enhance our industry partnerships and increase employer involvement in our programs can significantly benefit both our students and the institution. By fostering deeper relationships with a diverse array of employers, we can provide students with valuable networking opportunities, internships, and real-world insights into their chosen fields. Additionally, inviting employers to participate more actively in classroom activities, workshops, and career events will help bridge the gap between academic learning and professional application, offering students practical perspectives and mentorship opportunities. Integrating these career readiness initiatives more fully into the classroom experience by embedding career development modules and employer-led sessions within the curriculum will ensure that students are continuously exposed to career concepts and industry expectations. This holistic approach will not only enhance students' educational experiences and prepare them more effectively for the workforce but also keep our programs aligned with industry trends and demands. We propose discussing strategies to actively engage more industry partners and facilitate greater employer involvement in our initiatives to enrich student learning and career readiness.

### Objective

Expand and strengthen partnerships with industry leaders to enhance career opportunities for students.

### Outcomes

- Increased number and quality of internships, job placements, and collaborative projects for students.
- Enhanced reputation and credibility of Career Services among industry partners.
- Greater alignment between academic programs and industry needs.

### Progress Measures

- Develop a strategic outreach plan to engage and partner with race conscious and equity-minded industry and employer partners.
- Organize networking events, career fairs, and industry panels to facilitate connections between students and partners.
- Create partnership agreements outlining mutual benefits and expectations targeting local employers surrounding the Mesa College community.

### Mesa 2030 Alignment

- **Completion, Pathways & Partnerships, Stewardship, Community, Scholarship**

## Goal 8: Develop a Funding Plan for Increased Resources

We aim to develop and execute a funding plan to increase resources, supporting the integration and growth of Career Services at San Diego Mesa College. This plan will focus on increasing non-general fund revenue to provide more opportunities for students, developing an integrated fundraising strategy for Career Services programs, and creating a sponsorship package for employer partners who wish to deepen their relationship with San Diego Mesa College. Currently, our funding sources include General Funds and the Career Center Fiduciary Account, which is primarily developed through revenue from employer registrations at our Career Fairs. Due to the Career Center's integration with the Transfer Center and Evaluations, we often need to allocate funds to support transfer fairs, food, and student promotional items. Additionally, the Work-Based Learning Team is supported by Strong Workforce funds, which cover various areas across the campus.

To secure additional funding, we propose exploring potential strategies such as targeted fundraising campaigns, grant applications, and partnerships with local businesses and industry leaders. Enhanced funding would allow us to expand our programs, invest in cutting-edge career development tools, and offer more comprehensive services to students. This would increase our capacity to prepare students for the workforce, align our offerings with industry needs, and ultimately contribute to higher employment rates for our graduates

### Objective

Develop and execute a funding plan for increased resources

### Outcomes

- Develop and execute a funding plan for increased resources

### Progress Measures

- Development of an integrated fundraising strategy for Career Services programs
- Development of a sponsorship package for employer partners who wish to deepen their partnership with San Diego Mesa College

### Mesa 2030 Alignment

- **Stewardship**

# MESA 2030 PLAN



Mesa

Mesa2030  
Comprehensive  
Master Plan

BOARD APPROVED, MAY 13, 2021

## Aligning Career Services with Mesa 2030: Supporting Institutional Strategic Priorities

The Career Services Strategic Plan is intentionally aligned with Mesa 2030 to ensure that our goals support and advance the broader institutional objectives. By highlighting Mesa 2030 within our strategic plan, we emphasize our commitment to contributing to the college's long-term vision for student success, equity, and community engagement. Our goals and initiatives are built upon the foundation established by Mesa 2030, ensuring that Career Services plays a critical role in achieving the college's strategic priorities.

### CAREER

- "Work-based Learning is an equity-minded teaching and learning method proven to increase students' understanding of workplace expectations and confidence in their skills related to potential careers." (p.41)
- "This initiative is a priority for the state Chancellor's Office and the San Diego Imperial Counties Community Colleges Regional Consortium for Workforce Development, which in July 2020 allocated \$200,000 per college over three years to develop and institutionalize Work-based Learning at each college." (p.41)

### WORKFORCE

- "The Completion Agenda is imperative to increase students' completion rates in order to eliminate the gap between the projected need for an educated workforce and the level of educational attainment in California and San Diego County." (p.19)
- "Although jobs with minimal educational requirements are found in all labor market sectors, these occupations do not pay a living wage and rarely include benefits such as health care." (Source: Georgetown Center on Education and the Workforce) (p.19)

### EMPLOYMENT

- "Educational attainment is the primary factor in securing employment in occupations that earn higher wages and are most likely to include benefits such as health insurance and paid vacations. In San Diego County, there is a clear, direct relationship between wages and education - the highest levels of educational attainment lead to higher median earnings." (p.19)

# STUDENT EQUITY & ACHIEVEMENT PLAN

## Aligning Career Services with the Student Equity and Achievement Plan (SEAP)

The Career Services Strategic Plan intentionally references the college's Student Equity and Achievement Plan (SEAP) to ensure that our goals align with the institution's commitment to equity. By integrating the principles of SEAP into our strategic planning, we reinforce our dedication to providing inclusive and accessible career services for all students, particularly those from historically underrepresented and marginalized groups. This alignment allows us to address equity gaps within our programs, ensuring that our efforts contribute meaningfully to the college's broader equity objectives and support every student in achieving their career goals.

1. Addressing the achievement gaps of underrepresented student populations
2. Implement the Guided Pathways framework offering a clear path to a stated goal
3. Provide all students with an education plan based on the goal
4. Set aside outdated and inaccurate placement policies that keep far too many students from completing their goals in a timely manner
5. Maintain an Equity Plan



[\\*Link to Student Equity Plan Executive Summary](#)

# ACADEMIC CAREER PATHWAYS

The Career Services Strategic Plan is designed to directly support Mesa College's Academic Career Pathways (ACPs) framework. Our strategic initiatives are aligned with the goal of helping students explore programs that align with their interests and connect them to essential resources and support. By integrating career services with the ACPs, we ensure that students receive personalized guidance as they navigate their educational and career journeys.



## Art, Design, & Performance

Explore programs and career fields related to art, music, theatre, dance, architecture, interior design, and fashion.



## Business & Entrepreneurship

Explore programs and career fields related to business, accounting, construction, manufacturing, and marketing.



## Earth & Environment

Explore programs and career fields related to sustainability, physical sciences, geology, and geography.



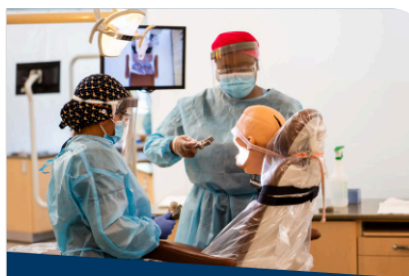
## Education & Guidance

Explore programs and career fields related to teaching, child development, and communication.



## Engineering, Math, & Sciences

Explore programs and career fields related to science, technology, engineering, and math.



## Health, Medicine, & Wellbeing

Explore programs and career fields related to physical health, nutrition, fitness, and rehabilitation.



## Language & Literature

Explore programs and career fields related to language studies, communication, and composition.



## Still Exploring

Build a roadmap to success. Get help creating an educational plan that identifies the courses you need to take in the timeframe that works best for you.



## People, Culture, & Society

Explore programs and career fields related to ethnic studies, communication, and social and behavioral sciences such as anthropology, sociology, and psychology.

# APPENDICES

## Appendix A: About Career Services | Career Resources & Programs



### Career Counseling

Career Counseling appointments are available for free to students & alumni navigating through their career journey. Students can receive support on the services listed below:

1. Career Exploration
2. Major Exploration
3. Job & Internship Searching
4. Resume & Cover Letter Review
5. Interview Preparation
6. Mock Interviews
7. LinkedIn Assistance
8. Classroom Workshops & Presentations



### Service Learning

Service Learning is for all students. Students receive valuable skills and experience while providing a service to community organizations and gaining a greater comprehension of the course material and concepts through reflecting on their service activity. Students apply hands-on learning in the real world, acquire new skills, and explore career options.



### Industry Connections

1. Work-Based Learning consists of exposing students to varying interactions with employers to connect student's academic learning with careers and real-world experiences. As a WBL partner, you'll have an opportunity to promote your company and industry to our students, help students explore career options, gain access to a pipeline of qualified candidates, and teach them the necessary skills to be successful in today's labor market.
2. Mesa College would like to learn about your organization and discuss our programs in more details to identify areas of partnership which might be beneficial to your business projects.





## Work Experience

Work Experience courses provide college credit for your work in a **job, internship, or volunteer position** in or out of your field of study. Paid or unpaid placements and all position types (in-person, virtual, or hybrid) are eligible. Students are supported by faculty as they explore career pathways, learn professional skills, and gain real-world training in the workplace through this non-traditional class.

1. Earn college credit for work/internships (in or out of your field of study)
2. Paid, unpaid, or volunteer placements are eligible
3. Many Work Experience courses are associated with certificate and degree requirements
4. CSU-Transferable - Complete and use units towards transfer requirements



## Employment Coaching

Employment Coaching is when you are ready to apply and land your next employment opportunity! By receiving one-on-one coaching from a career professional, you will increase your confidence and feel better prepared to join the workforce. Let us help guide you!



## CTE Programs

Career Technical Education (CTE) programs specialize in modern technologies, technical skills, and applied sciences that provide students with opportunities to benefit from hands-on, project-based learning environments. Mesa College CTE programs are generally designed to prepare students for immediate employment into living wage jobs and careers. These programs offer specialized training to develop job-related skills and preparation for any necessary certification/licensing. Mesa College works with local industry to provide current programs with proven faculty leaders and in state-of-the-art facilities to meet the needs of the San Diego region. Many programs provide direct clinical experience, access to internships, work experience and other work-based learning opportunities. Courses are taught by top professors in real-world environments equipped with current, industry-specific technology, tools, equipment and intense curriculum.



## Career Peer Ambassadors

The Career Peer Ambassador Program is a team of dedicated, knowledgeable, and friendly students who represent the San Diego Mesa College Career Center. Career Peer Ambassadors offer career readiness resources to current students and alumni via appointments and campus events.

1. Resume Review
2. Cover Letter Review
3. Interview Preparation
4. Job Searching



**Ashley Welch '22** - Lead Career Ambassador - Major: Psychology

**Career Tip:** Push yourself to be empathetic towards those around you and take time to validate yourself. We all have things we are trying to figure out so be patient with yourself and others.



**Jose Ortega '22** - Lead Career Ambassador - Major: Cognitive Science

**Career Tip:** Don't be afraid to reach out. Focus on yourself. Remember it's your journey and the only battle is you versus yourself.



**Kanika Lee '23** - Lead Career Ambassador - Major: Economics

**Career Tip:** Don't let the unknown stop you from progressing. When you're in a hard place or feel like you're being challenged the most, believe in where you're heading.



**Dorothy Lee '24** - Career Peer Ambassador - Major: Psychology

**Career Tip:** Networking doesn't always have to be at school or work events. The best time to network is meeting people you would never suspect - like the gym, groceries store, or even on vacation!



**Brooke Wenger '25** - Career Peer Ambassador - Major: Business Administration

**Career Tip:** If you're not sure what you would like to do (or even if you do), keep all doors open! Take different classes, explore different career possibilities, and take this time to discover who you are and what you love to do.

### Student Appointments

as of June 17th, 2024

Supported over 293 students!

- **197** resumes reviewed
- **34** cover letter polished
- **50** job searchers aided
- **26** interviewees prepared

### Events/Workshops

40 workshops with ~617 participants

- **Event Tabling:** Veterans Speaker Panel, Promise Program, UnDocu Welcome Day, Pride Center Event,...
- **Career Presentation:** Winter Cruise, Peer Navigator Exit Interview, Leadership Meeting, CalWORKS, Pride Center, International Student Employment Workshop, Black Mental Health Meeting,...
- **Panel:** Annual Counselors Conference, International Student Orientation, Annual Counselors Conference

# Mesa Impactship Program

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 a 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 or Directed Clinical Practice (DCP) course. Funding is intended to support students by 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.



SAN DIEGO MESA COLLEGE  
Work-Based Learning

**MESA IMPACTship**  
INTERNING WITH A PURPOSE

Earn \$1000 one-time payment OR hourly wages for workplace training

Get help finding internships (on & off campus) OR use a current position

Remove financial barriers between you & employment plus gain professional skills for your career

**REQUIREMENTS:**

- Demonstrate financial need
- Identify with 1+ underserved populations
- Secure an internship or DCP for participating semester
- Enroll & complete 1+ unit of Work Experience or DCP course
- Participate in MIP career activities

Complete the MIP INTAKE FORM

Learn more & submit the MIP Intake Form to check your eligibility at  
**WWW.SDMESA.EDU/MESAIMPACTSHIP**

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Carole Thompson - cthompson@sdmesa.edu | Ariel Guzman - aguzman@sdmesa.edu



The table below presents answers regarding respondents' level of agreement with various statements shown to them.

- **Agreement %:** the percentage of respondents that selected Agree or Strongly Agree to each statement based on the current slicers selected on the right-hand side.
- **Total:** represents this same percentage without being affected by the slicer, which means it will have the original values.
- **Change:** show whether the overall percentage level of an agreement had a positive or negative change based on the slicers selected.

Likert Scale Statements		Agreement%	Total	Change
<b>I can develop, demonstrate, &amp; articulate my professional skills, industry expectations, workforce competencies, and career preparation strategies.</b>	144	98.0%	98.0%	Neutral
<b>I can effectively communicate, meet, and consult with the appropriate contact for all job-related expectations, issues, and workplace paperwork by appropriate deadlines.</b>	144	98.0%	98.0%	Neutral
<b>I can actively reflect and confidently articulate career experiences, professional skills, accomplishments, and value brought to the workforce.</b>	145	98.6%	98.6%	Neutral
<b>I have an increased knowledge of career opportunities and industry requirements.</b>	141	95.9%	95.9%	Neutral
<b>I have increased confidence in my ability to pursue a career in my field of interest.</b>	142	96.6%	96.6%	Neutral
<b>I feel that my participation in MIP was informative and valuable in preparing for future careers opportunities.</b>	141	95.9%	95.9%	Neutral
<b>The MIP onboarding process was easy to navigate (ie: MIP intake form, kick-off, etc.)</b>	138	93.9%	93.9%	Neutral
<b>The MIP Coordinators provided regular communication &amp; support with my career development.</b>	141	95.9%	95.9%	Neutral
<b>The MIP Canvas shell was informative &amp; a helpful career resource.</b>	138	93.9%	93.9%	Neutral
<b>The MIP requirements were valuable to my career development.</b>	139	94.6%	94.6%	Neutral
<b>I would recommend other students participate in MIP.</b>	146	99.3%	99.3%	Neutral
<b>Total Responses</b>	147			

## Appendix B: About Career Services | Events

Career Services offers a diverse range of activities designed to provide students with valuable work experience and insights into various industries. Whether networking with professionals or delving into research projects, our events pave the way for students' career journeys and help them succeed every step of the way!

Event	Time	Description
<b>Business Technology Portfolio &amp; Networking Mixer</b>	Spring 2024	<ul style="list-style-type: none"> <li>• <b>Collaborations:</b> Collaboration with Faculty – Computer Information Science (CISC – Geographic Information Science (GIS – Rachel Russell), Multimedia (MULT – Carlos Toth), Web Development (WEBD – Kris Secor)</li> <li>• <b>Description:</b> Network with students and employers in the industry, connect with Mesa faculty, learn about Mesa's Business &amp; Technology programs, explore courses, projects students work on, skills gained in the program, and make contacts for your future talent pool.</li> </ul>
<b>Districtwide Career Fair</b>	Spring 2024 	<ul style="list-style-type: none"> <li>• <b>Collaborations:</b> San Diego Community College District's Career Centers (Mesa, City, Miramar, and College of Continuing Education)</li> <li>• <b>Description:</b> The district-wide Spring 2024 Career Fair is hosted on March 21st at Mesa College's campus. All students and alumni are invited to connect with employers to learn about companies, career pathways, and job or internship openings. Each College will be hosting events and workshops starting March 11th leading up to the Career Fair</li> <li>• <b>Company/Employer Partners:</b> 120 employers</li> </ul>
<b>Child Development Career Panel</b>	Spring 2024 	<ul style="list-style-type: none"> <li>• <b>Collaborations:</b> CHIL faculty (Ida Cross, Donna Cecil)</li> <li>• <b>Description:</b> Work in sensory play, trauma informed care, &amp; everything in between to support the healthy development of children! Attend this event to learn about exciting career pathways working with children, how to build your professional skills, &amp; tips to stand out when applying for ECE jobs.</li> <li>• <b>Company/Employer Partners:</b> Mesa College Child Development Center, San Diego County Office of Education, Santee School District</li> </ul>

## Event

## Time

## Description

### Dental Assisting Job Fair & Open House

Spring 2024



- **Collaborations:** DENA faculty (Karen Wait)
- **Description:** The Dental Assisting Program is collaborating with WBL to invite current and prospective employers, students, and community members to a Career Fair & Open House event. DENA students will be able to showcase the technical and professional skills learned throughout the program as well as practice networking with employers with opportunity to get hired. Additionally, employers will learn about the DENA program and how to become DCP sites for students.
- **Company/Employer Partners:** 15-20 Dental Facilities and Clinics

### Ethnography Extravaganza

Spring 2024



- **Collaborations:** English faculty (Wendy Smith)
- **Description:** Learn from and celebrate the brilliant folks who use ethnography and qualitative data in their careers. The Ethnographic Extravaganza is a dynamic event that brings together scholars, educators, and community members to engage in discussions about educational equity, cultural sustainability, and innovative research methodologies. This event aims to create a collaborative space where attendees can explore diverse perspectives and gain insights into the latest research and practices in the field of ethnography.

### Business Job Fair

Spring 2024



- **Collaborations:** Career Services and College of Business (Howard Eskew)
- **Description:** The first boutique-style Business Job Fair occurs on April 11th at Mesa College. This is a wonderful opportunity for students to connect with local industry leaders, explore diverse career opportunities, and continue to discover their pathway to success.
- **Company/Employer Partners:** 10 employers participated

## **Appendix C: Employer/Industry Connections**

Career Services plays a crucial role in bridging the gap between academic learning and real-world experiences for students. Our commitment to providing meaningful employment and job readiness skills is at the core of everything we do. By leveraging Handshake, our online job board, we ensure students have direct access to a wide range of job listings, internships, and career resources tailored to their needs. Additionally, our Employer Relations Liaison builds and maintains relationships with employers, showcasing our students to potential employers and facilitating networking opportunities, internships, and employment. Industry visits provide students with firsthand insights into various industries, helping them understand the skills and qualifications required and make informed decisions about their career paths.

### **Employer Relations Liaison**

The San Diego and Imperial Counties Community Colleges (SDICCC) Regional Consortium provided each college with a dedicated **Employment Relations Liaison (ERL)** to improve Employer Engagement and enhance Strong Workforce Program metrics through the regional Employer Engagement Model. This model aims to achieve the Strong Workforce and Employer Engagement metrics by actively engaging industry and community partners by increasing work-based learning opportunities for students, increasing student jobs and employment outcomes, and collaborating with colleges to develop training strategies that are responsive to employer needs and emerging technologies. The main objective of the ERL Team is to focus on metrics provided by the Chancellor's Office, which are:

- 1. Increase work-based learning opportunities for students**
- 2. Increase student jobs and employment outcomes**
- 3. Develop approaches that are more responsive to employers' immediate training needs, particularly with emerging technologies.**

### **Employer Relations Liaison Highlights**

- Coordinated 4 Tours at SD International Airport (from 2022 to date) for the Architecture, Interior Design, Hospitality and Building Construction students
- Organized Employer Spotlight Events for Hospitality
- Invited Industry Guest Speakers for a variety of topics including Fashion, Hospitality, Business, Personal Growth 120, and STEM, GIS, Computer Science, Healthcare
- Assisted with Portfolio Show by inviting employers to attend
- Supported Faculty with Advisories through outreach to industry partners
- Coordinated a Boutique-style Business Job Fair in April 2024
- Assisted with Employer Outreach for MIP
- Collaborated with employers to enhance work-based learning activities for our students at Mesa College
- Attended networking events to foster new employer relationships
- Supported with employer outreach for the Districtwide Career Fair
- Share Handshake job/internship opportunities with the WBL Team & Career Center

## Appendix D: NACE STANDARDS & SELF-ASSESSMENT

### Mission | Total Score: 2

Career services' mission must align with and advance the mission of the institution as well as support academic and experiential learning programs to promote career readiness, student learning, and student development. Within this context, the primary purpose of career services is to assist students and other designed clients in developing, evaluating, and/or implementing career, education, and employment exploration, decisions, and plans

### Program Components | Total Score: 2.15

The key program components of the career services function must be clearly defined, designed, and implemented in alignment with:

1. The career development perspectives and needs, and the academic and occupational paths, of students and other designated clients;
2. Current research, theories, and knowledge of career development and learning;
3. Career services best practices;
4. External constituent needs, economic trends, opportunities, and/or constraints;
5. Institutional priorities;
6. Technological advancements; and
7. Budgets and resources.

### Organization, Management, and Leadership | Total Score: 2.95

- An institution must appoint, position, and empower a leader or leadership team to provide strategic direction for accomplishment of mission and goals, to manage career services, and to align and support career services with mission of the institution and the needs of the constituencies served.
- If career services are offered by several units, the institution must designate a leader or leadership team that will be responsible for ensuring coordination and communication among the institution's programs and services.

### Human Resources | Total Score: 2.65

- Career services must have an adequate number of qualified professional and support staff to fulfill its mission and functions.
- Career services must be staffed by persons who, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.
- Career services must embrace employment and promotion practices that are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.



### Financial Resources | Total Score: 2.14

- Career services must have dependable sources for adequate funding to ensure achievement of its mission and goals.
- Career services must demonstrate financial stewardship and strategy and fiscal responsibility consistent with institutional policies and procedures as well as local, state, and federal regulations.

### Facilities | Total Score: 2.62

- Career services must have adequate, accessible, and suitably located facilities appropriate for constituents served, to support the unit's mission and goals.

### Technology | Total Score: 2.91

- Career services staff must be well-informed about current trends and uses of technology and be able to anticipate emerging technologies for use in career services.
- Career services offices must implement appropriate technology relevant to institutional and unit mission and goals for career services.
- Because of rapid changes, career services must develop a strategic plan for the selection, replacement, updating, and/or integration of technologies that support career programs or services.

### Institutional and External Relations | Total Score: 1.84

- Career services must develop and maintain productive relationships with relevant institutional stakeholders and external key stakeholders and audiences

### Employer Relations and Recruitment Services | Total Score: 2.84

- Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services unit must develop policies and practices to ensure the highest quality employer relations and services.

### Legal, Policy, and Risk Management | Total Score: 2.89

- Career services must comply with federal, state, and local laws; regulations; institutional policies; and contracts that relate to their respective responsibilities and professional practices and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

## Access, Diversity, Equity, and Inclusion | Total Score: 2.42

- Career services must ensure that services, programs, and resources are provided on a fair and equitable basis and are consistent with laws and institutional policy.
- Career services must adhere to the spirit and intent of equal opportunity laws in all activities.
- Career services' operating policies and procedures must not discriminate on the basis of race,color, religion, age, national origin, gender, gender identity, sexual orientation, disability, neurodiversity, marital status, veteran status, and transfer and/or distance status. Exceptions are appropriate only where provided by relevant law and institutional policy.
- Career services must ensure the accessibility of its programs, services, facilities, and resources,including technology, to all students and other designated clients.

## Ethics | Total Score: 1.19

- All persons involved in the delivery of career services to students and other designated clients must adhere to the highest standards of ethical behavior as outlined in the National Association of Colleges and Employers' Principles for Ethical Professional Practice as well as any additional professional standards, codes, and best practices that may apply.
- In addition to adherence to these standards, leaders/managers must actively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, volunteers, employers, and other administrators

## Program Evaluation, Assessment, and Research | Total Score: 1.61

- In support of career services' mission, goals, and student learning and development outcomes, career services must regularly conduct systematic program evaluations, using quantitative and qualitative metrics, to support and improve programs and services, adjust to changing constituent needs, and respond to environmental threats and opportunities.

## Appendix E: Research & Findings | Data comparison with Institutional Effectiveness

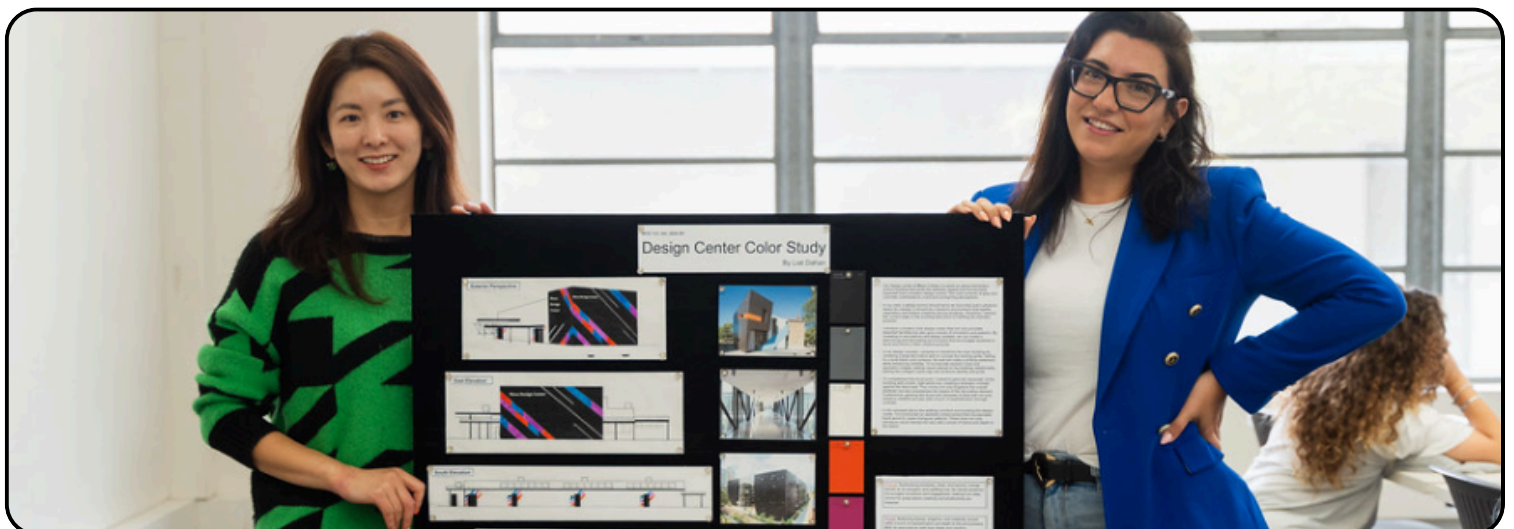
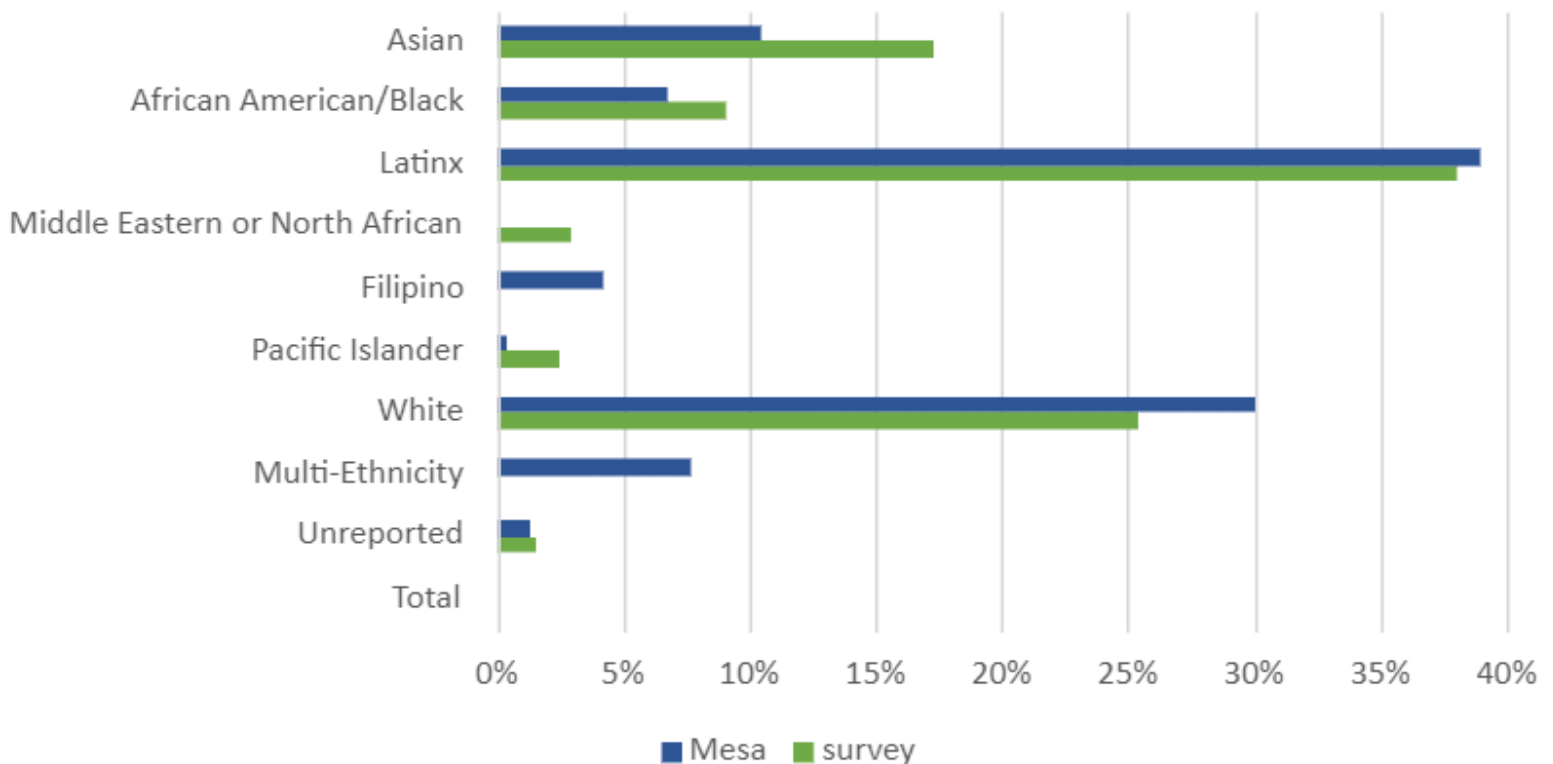
### CAREER SERVICES INTERNAL DATA IN COMPARISON TO ENROLLMENT DATA (3 YEARS – PRESENT)

833 out of 19,345 students or 4.3% who are enrolled have completed the survey

### SURVEY DATA IN COMPARISON TO CURRENT ENROLLMENT DATA

- The data percentage of each answer matches consistently across the board between the survey data vs the current enrollment data
- An example of that would be 42.3% of students who answered the survey have an education goal of transferring to a 4-year university and 53.1% of our currently enrolled students have the same objective.

### DATA GRAPHS



## **Appendix F: About Career Services | Career Center Program Review Highlights**

### **STUDENT EXPERIENCE AND NEEDS**

- 2020 Student Needs Survey Data shows students would like to see more paid internships, remote jobs, career videos, drop-in hours and virtual career events.
- 2021-2022 Career Counseling Data Dashboard shows:
  - More female, Latinx, non-first generation, and degree (Associate and Bachelor) seeking students had career counseling sessions.
  - The proportion of students participating in career counseling was higher in female, Latinx, white, African American, and degree-seeking students.
  - Students who received career counseling overall had a higher success course rate, higher average GPA, carried slightly more units and persisted slightly longer than the general campus who did not receive career counseling

### **CAREER CENTER SUCCESSES**

- Hiring new faculty and staff positions to support Career services, focusing on equity, and inclusion
- Offering both in-person and remote career services, activities and events
- Collaborating with several departments and programs on campus, planning the first-ever district-wide Career Fair utilizing our districtwide job board, Handshake, creating a Career Services Canvas Shell and purchasing several online career resources that students can access 24/7.

### **CAREER CENTER CHALLENGES**

- Low staffing and hours for Career Counselors/Coordinators have decreased career outreach activities on campus
- The demand for Career Counseling appointments is now a lot higher than the availability of counseling time. Fall 2023 has shown a consistent trend of appointments booking over a month out.

### **CAREER CENTER OUTCOMES**

- Students will be able to use Handshake to schedule appointments with Career Peer Ambassadors and Career Counselors
- Students will have access to attend and participate in career services events, activities, and workshops focused on career exploration and readiness tools.
- Students attending career services workshops will show an increased awareness of career exploration and readiness tools.
- Students attending Career Peer Ambassador appointments will show an increased understanding of Resume Writing, Cover Letter Writing or Job & Internship Searching Skills
- Students attending a Career Counseling appointment will be able to use exploration tools, resources and strategies to explore and clarify their major and career path

## Appendix G: About Career Services | Work-Based Learning (WBL) Program Review Highlights

### WBL GOALS & ACTION

**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:** 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).

**Action:** Contact academic programs and student support departments to identify opportunities for collaboration and integration of WBL and career activities within various stages of student's educational plan (e.g. onboarding, counseling, milestones, etc.)

**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.

**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.

### WBL OUTCOMES

- **STUDENTS:** Students will understand how their Work-Based Learning experience connects to their personal career journey.
- **FACULTY:** Faculty and Classified Professionals will understand the benefits of connecting their student's academics to industry through Work-Based Learning experiences for student's personal career journeys.
- **EMPLOYERS:** Employers and Community Partners will understand the benefits of Work-Based Learning through partnerships with the Mesa College community.





# ACKNOWLEDGEMENTS

San Diego Mesa College Career Services (Career Center | Work-Based Learning) would like to acknowledge the following for supporting Phase I of the Career Navigation Project – the drafting of a Strategic Plan for Careers Services for Mesa College. This work would not have been made possible without the support of students, classified professional, faculty, administrators, and employer partners. We are committed to improving Career Services on the San Diego Mesa College campus ensuring students have the appropriate access, exposure, and tools as it pertains to career readiness and connection to career pathways as it relates to their studies.

*The Center for Institutional Effectiveness  
Student Services Departments  
Work-Based Learning Liaisons  
Mesa College Administrators (Administrators Meeting)  
Instructional & Student Services Deans (Dean's Council)  
Jill Moreno-Ikari (Chair of Chairs)  
President Cabinet Members  
VP of Administrative Services, Lorenze Legaspi  
VP of Instructional Services, Isabel O'Connor  
VP of Student Services, Larry Maxey  
President of San Diego Mesa College, Dr. Ashanti Hands*



**The Career Services Strategic Plan is published by the Career Services Team**

We thank you for your continued support in our efforts to contribute to the Career Services Strategic Plan.

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**2024 – 2027**

**San Diego Mesa College**

**Career Center (I4-306) | Work-Based Learning (BT-104)**

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