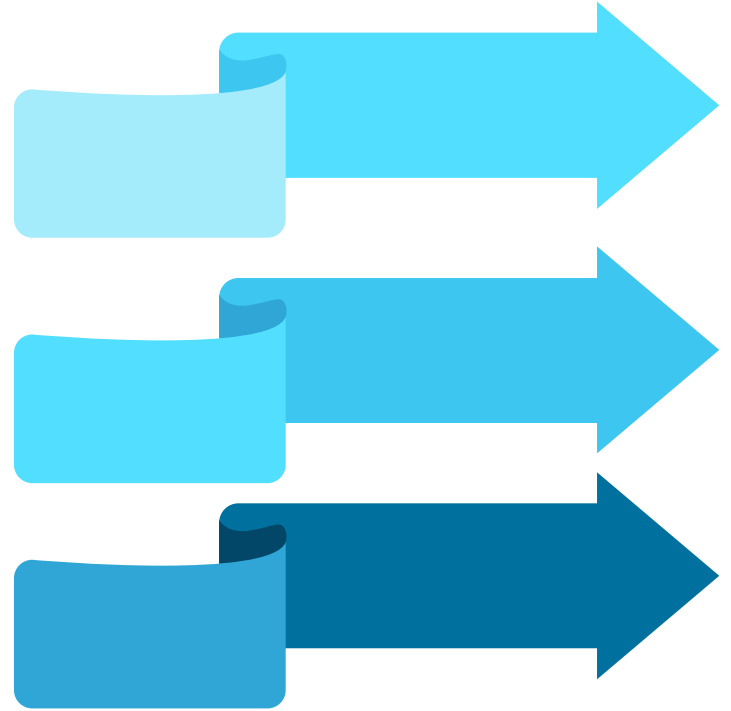




Dual Enrollment  
Strategic Plan 2024-2030



# Mesa College's Dual Enrollment Strategic Plan Process

\*Began meeting in October 2023

\*Informed by District Strategic Plan, MESA 2030, Enrollment Management Plan, Equity Plan and Pathways

\*Creating Plan began February 24-June 24



# Mesa's Dual Enrollment Strategic Plan Team

- Gina Abbiate, Math Professor & CCAP Coordinator
- Alexander Berry, Associate Dean, CTE
- Maribeth Brown, CCAP Adjunct Faculty and Dual Enrollment Coordinator, High Tech High
- Jarred Collins, Chair, ACP and Math Professor
- Ailene Crakes, Dean, Student Development
- Linda Hensley, Dean, Humanities & CCAP
- Hai Hoang, Dean, Institutional Effectiveness
- Laura Mathis, Counselor
- Andreanna Murphy, Counselor, San Diego Unified
- Jennifer Park, Outreach Coordinator
- Cynthia Rico, Chair, Counseling
- Rachel Russell, CTE faculty
- Karina Sandoval, Supervisor, Admissions
- Wendy Smith, Chair and Professor, English



# Mesa Dual Enrollment Task Force: Strategic Priorities





# Effective Processes and Infrastructure

## Dual Enrollment Goal

Promotes equitable student and employee success through effective and efficient processes and infrastructure.

## Strategic Objectives

- \* Provide resources and staffing for growth in the administrative team at Mesa including research
- Streamline enrollment processes
- Enhance regional colleges' abilities to track data
- CCAP specific outreach
- CTE specific outreach

\*refer to speaker notes

## College-wide Progress Measures

- Establish a list of current resources and research and build on the list year to year
- Review processing time/steps in the enrollment processes (number of hours, days, steps). Establish and regularly evaluate a unified system for enrolling all dual enrollments.
- Provide access to ongoing and accurate data
- Number CCAP outreach sessions/ efforts / attempts
- Number CTE outreach sessions / efforts / attempts



# Partnerships

## Dual Enrollment Goal

Foster and develop partnerships with academic, industry and community partners.

## 2030 Plan Alignment

- Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.
- Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.
- Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.

## Strategic Objectives

- Strengthen and expand the collaboration with local high school partners
- Design flexible and responsive curriculum pathways
- Foster sustainable relationships to increase access and equity in dual enrollment options to all DI groups.

## College-wide Progress Measures

- Capture/Track the frequency of meetings, updated plans, and co-created new initiatives/efforts with local high schools
- Track flexible and responsive curriculum pathways and workshops
- Track record of DI groups in DE classes



# Fiscal Integrity

## Dual Enrollment Goal

Increase and Stabilize Funding for  
Dual Enrollment

## Strategic Objectives

- Increase and Stabilize Funding for CCAP/ACP at SDCCD and Mesa College
- Secure support for increased FTEF for our CCAP program to balance gains in FTES
- Secure resources for increased admissions and other support staff

## College-wide Progress Measures

- Establish a chart of current funding for DE at SDCCD and Mesa College and track new totals year to year to ensure growth and stability.
- Analyze FTES and FTEF
- Number staff support for DE proportionate to program growth

## 2030 Plan Alignment

- Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.
- Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.
- Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.
- Expand intersegmental pathways to create a seamless transition between Mesa and K-12, non-credit, Universities, and careers.
- Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.



# Excellence in Teaching

## Dual Enrollment Goal

Excellence in Teaching & Learning

## Strategic Objectives

- Intentional recruitment of DE faculty
- Incentivize faculty participation and professional learning
- Incentivize faculty continued participation in DE instruction

## College-wide Progress Measures

- Monitor artifacts, checklist, posting, questions, retention data, funding (prospective)
- Track workshop attendance and funding (current)
- Survey faculty periodically to assess experience and needs.

## 2030 Plan Alignment

- Use technology to improve communication and accessibility across campus.
- Develop activities, spaces, and programs that support a sense of belonging with a focus on anti racism, historically minoritized groups\*, and inclusion.
- Build a culture of communication that is evidence-based, race-conscious, institutionally focused, systematically aware, and equity advancing.
- Remove barriers to equitable participation by developing, incentivizing, and creating structures for all employees to engage in and design professional learning.
- Increase opportunities to be an asset and resource to the external community.





# Student Success and Support

## Dual Enrollment Goal

Fostering student support by exploration & provide intentional & targeted support as they navigate the CC experience.

## Strategic Objectives

- Provide underrepresented students with dual enrollment opportunities that promotes further academic & career discovery.
- Provide an equitable and accessible student support service environment that is proactive and responsive to student needs and perspectives.

## College-wide Progress Measures

- Measure DE enrollment and demographics, and data disaggregation
- Measure participation in student support services and help seeking behaviors (DSPA, Counseling, Tutoring)
- Measure and disaggregate success rates (grades, DWF)
- Establish an early alert process