

Table 1

What stands out to you?
What are the patterns/trends?
What is the implication?

Why do we see this?
What are the potential factors or reasons
accounting for the patterns/trends?

How can we take actions based on this
information?

Many faculty
do not know
about Campus
services.

Students find
all the
services
confusing and
who they can
talk to.

Noticed a growth in
of Latinx students,
but there are still
massive equity gaps
for this population
(e.g. transfer to
CSU).

Would like to
know more
about Latinx
population.

Noted that CTE
students earn
significantly more
than SDSU
graduates.

Don't see any
information about
home/personal life of
students (parents,
caring for parents,
work status, dual
enrollment.) How
does this impact an
educational decision?

Suggests narrative
around value of
BA/BS/Higher
degrees may need
to change to reflect
the value of certain
CTE degrees.

Faculty need
more
education on
Campus
resources.

Would be helpful to
have more data
about beyond
race/gender
demographics.

Table 2

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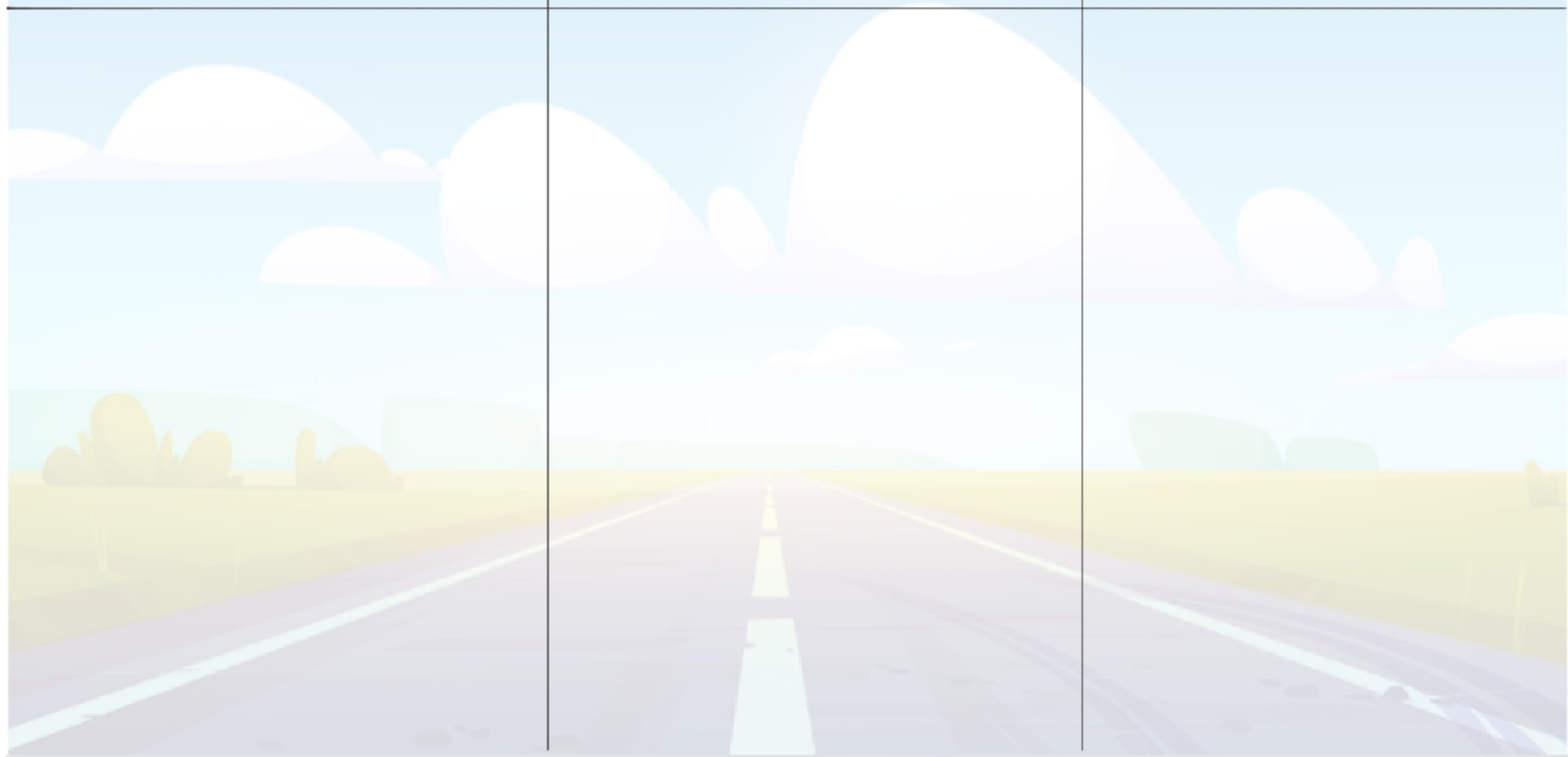


Table 3

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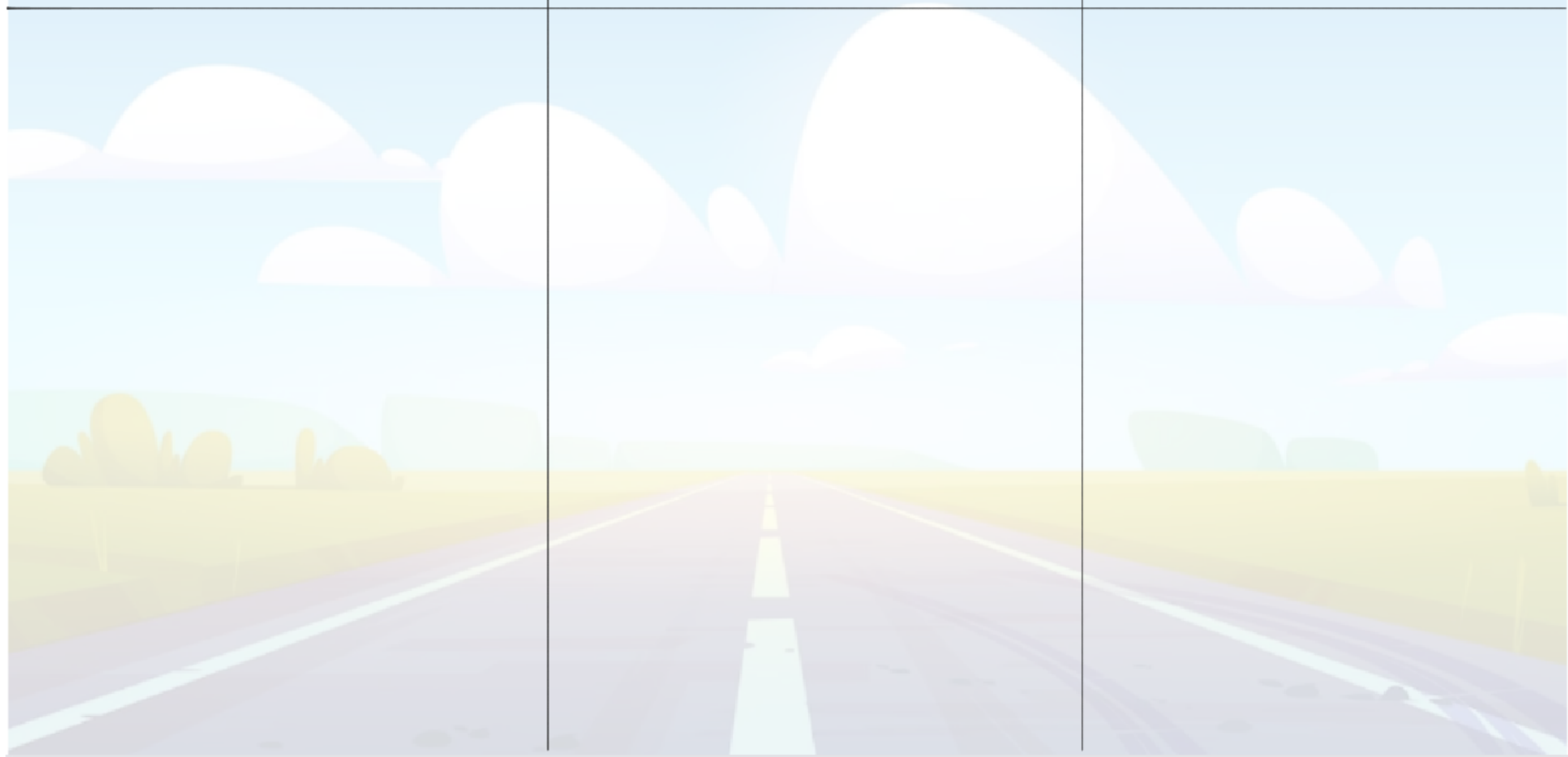


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How can we take actions based on this
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Differences
between
median
earnings by
ethnic groups

Black/African
American
students
significantly
under median
line

Differences
could be
accounted for
by major

Environmental scan
(i.e., locality, child
care, socioeconomic
factors, etc.)

Employment
factors (EEO)

Issues with
networking
for
employment

Disaggregate
by race and
major

Could CTE be
disaggregated from
overall students for
accurate median
earnings?

Orientation
for faculty on
student
services
offered

Table 5

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How can we take actions based on this
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Employment

Contrast of median
earnings between
Former Mesa
Students & Former
Mesa CTE Students

**Reflects we
say in the
larger public,
wages slightly
increase**

Change in program at
Mesa that allowed
them to have better in
programming/wages

**Not a livable
wage - what
can we do for
our students
so they have a
livable**

**Wrap
around
services**

**Curriculum
Changes**

Table 6

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We are missing opportunities among the adult learners. Are we clear on who we want to serve? We need more ambassadors that look like Howard Eskew. :)

Are we providing the best course offerings in modalities that allow us to reach the students.

How can we be more student centered in the way we handle schedules, pathways, and course offerings?

We need to be able to determine who our audience is and what we are going to focus as an institution. How can we work with our sister campuses to identify this?

We make it difficult for students to seek information prior to meeting with someone. We need to do a better job of assessing how effective we are.

There are pockets in which we think we know what students need. This thinking stagnates innovation and our ability to appropriate respond to students' needs.

Students need information on what programs and degrees can be completed online.

The application process is enough to discourage anyone who is unsure about going to college and can use more hand holding.

We need to hire more evaluators for SDCCD. An institution this size should have at least 30 evaluators, and yet we only have 7. Additionally, we need to have the same number detailers.

Review SDCCD business processes that serve as barriers to students. There are too many petitions in place just to help students complete.

Offer classes based on students' needs.

Table 7

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information?

**Income variance
between SDSU, CTE,
and Former Mesa
Student Average**

**Possibly because we
are not keeping
students on the
paths to
employability**

**We have so much
student feed
back...They still
don't know where to
go or what to do.**

**Matriculation
more focused
employability**

**Be the ones who help
the students
understand
why...generally our 1st
gen students don't
have someone at
home asking them
why they are taking
the path(s) they r on**

**Might be great to
have secret
shoppers from the
campus, who have
never gone thru the
process...When you
find the issue FIX IT!**

**Better ways to
follow up with
students who drop
out or withdraw so
we have better data
of why we are
losing them.**

**Find one
problem, fix it.
then move on
to another.**

Table 8

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PAGE 3 GRAPHS -
AGE: slight increase
in under 18: possibly
high school and
CCAP influence

AGE: Aging populatn
causes a demogr
change marked by
enrollment decline,
this was evident b4
COVID & continues
due to economic
factors inhibiting
family formation

ENROLLMENT:
Increased job and
schooling
opportunity online
and out of local area
means more options
to students, and this
may be reflected
locally

GENDER: Years of
Female STEM
encouragement in
HS may be having
an effect on
increased Female
enrollment

GENDER: New
disciplines/job growth
in healthcare provide
a living wage and is
traditionally oriented
toward female
employees, so females
are seeking more
education to that end

AGE: Continuing to
bridge with HS
students may
continue to
encourage
additional district
enrollment

ENROLLMENT: Offer
more and shorter
certificate-oriented
programs that attract
younger generation
that wants to quickly
strengthen certain
skills to pivot more
quickly in a job

ENROLLMENT:
Virtual learning is
here to stay, so
target local online
school attendance
as a strength over
competing online
school systems.

GENDER: Continue to
encourage/stimulate
STEM at HS level;
break the gender wall
and encourage
students in STEM
across the board - the
encouragement
makes a difference

Table 9

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How can we take actions based on this
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**Mesa to CSU
Transfer Equity Gap
stood out to us,
especially
Latine/Hispanic
being so low.**

**- Lack of visibility
and belonging on
campus, increased
support for the
population.**

**When boutique
programs work
formalizing them
into larger
programs,
connecting to
students. Scaling
up and centralizing
efforts.**

**Faculty
representation in
this area (DEBER
program).
Developing
bilingual educators.**

**Community
focused. La
familia.**

**Intentional
planning.
Success by
design.**

Table 10

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**We looked at
Appendix B:
Student
Support
Awareness
and Usage**

No students
feedback for
NextUp and a
lot faculty did
not know
what it is.

No student or
grad feedback
for Mesa
Scholarships

Most EOPS
programs
don't have
student
feedback

It seems like the
number of faculty
on the survey is
high. Were there
approx 2,000 faculty

Library numbers
look pretty good for
students however
we wonder why the
faculty were not
asked about it

General
counseling
numbers look
really good

Perhaps there is so
much adjunct
faculty turnover
that they don't get
the message about
various services to
their students

Not all services are
available in the
evening could be
why people don't
know or access our
services

MT2C= maybe
they didn't
know from
the moniker
that it was
tutoring

The number of
hoops a student
have to jump
through and the
access to them can
be mind numbing.

We need to
find a way to
let students
know about
our services in
general

**We need
more
online
services**

spread
services out
through the
evening

Keeping up with the
way students are
accessing
information and use
that to increase
awareness...like QR
codes

We think there
needs to be a
cultural shift to a
student portal that
is a one stop shop
for all services from
financial aid to
communication
with instructors



Table 11

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How can we take actions based on this
information?

Through
anecdotal
data, not all
students can
transfer in two
years

some required classes
aren't offered every
semester and
students either have
to delay their
application or seek
out another campus
within or outside of
SDCCD

We are in the same
place in 20/21 as we
were in 11/12 in
regards to the
success of earning a
degree/certificate
within 3 years

Some
students take
3-4 years to
transfer due to
financial and
family needs

Transfer
applications
are expensive
- \$70 -
transcripts are
\$5 each

Pandemic -
put hardship
on students -
not all classes
were able to
be offered

Students are not
seeing the value
behind earning a
degree/certificate,
especially when
they are planning to
transfer

offer courses from
every discipline to
ensure it aligns with
the transfer
application filing
period

increase
awareness
around the
various
transfer
programs

support the
financial need
through the
foundation and
create a transfer
scholarship

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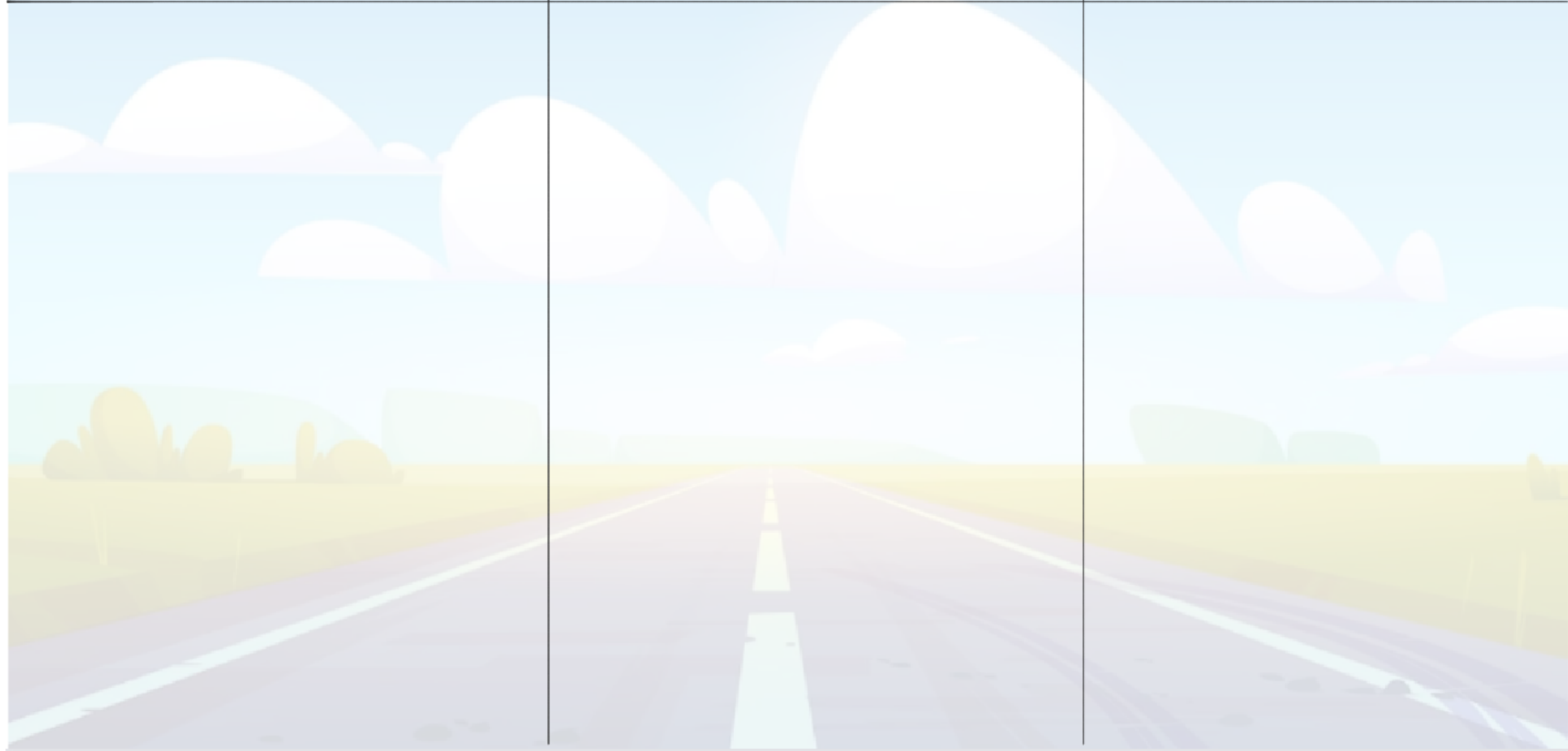


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How can we take actions based on this
information?

Race/Ethnicity
largely
unchanged

Suggests we
are serving
some solid
proportion of
the area

Continue to
review the
data to inform
the narrative

Enrollment
began falling
prior to the
pandemic

Continues to
drop even
after the
pandemic

Learning
progress has
greatly
increased
while success
is falling

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**More
equity
gaps in
CTE**

Most in
demand jobs
make money
but have gaps

It is difficult to
see outcomes
at a program
level

African-American
students make 33%
less than the
median in CTE

**General
increase
across all
graphs**

How do we
improve data
collection?

Why do these
equity gaps
still exist even
if we were
successful?

How does this
compare to
COLA and/or
student debt?

Systemic
inequities still
persist within
the labor
market

Extend our
networks to
our students

Expand
internships to
all students

How can we
use our power
as an
employer to
hire our
students?

How do we partner
with transfer
institutions and
employers to meet
their stated DEI
goals?

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