

# SAN DIEGO MESA COLLEGE

PCAB RETREAT | Spring 2023



# DATA DISCOVERY DIALOGUE

1. *Reflecting on the Student Journey* with Ashanti —3:05 to 3:10
2. *Data Sprint* with Hai using Kahoot.it —3:10 to 3:20
3. *Data Dialogue* with Hai —3:20 to 3:40
4. *Data Discovery* with your group using Jamboard —3:40 to 4:00  
(Personal break) —4:00 to 4:05
5. *Data Showcase* with everyone —4:05 to 4:35
6. *Reflecting on the Data Journey* with Ashanti —4:35 to 4:45

⚠ *Caution: May cause data overload.  
Proceed with intentionality for student success.*

## **PACKAGE OUTLINE**

1. Enrollment Trend and Demographic Profile — page 3
2. The Student Journey: at Mesa — page 4
3. The Student Journey: Beyond Mesa—Transfer — page 5
4. The Student Journey: Beyond Mesa—Employment — page 6

## **GUIDING QUESTIONS**

1. What do the data tell us?
2. Why do we see these trends or patterns?
3. How can we take action based on this information to improve or to scale our efforts?

## **EXPLORE ON YOUR OWN**

San Diego Mesa College Dashboards

[www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse)

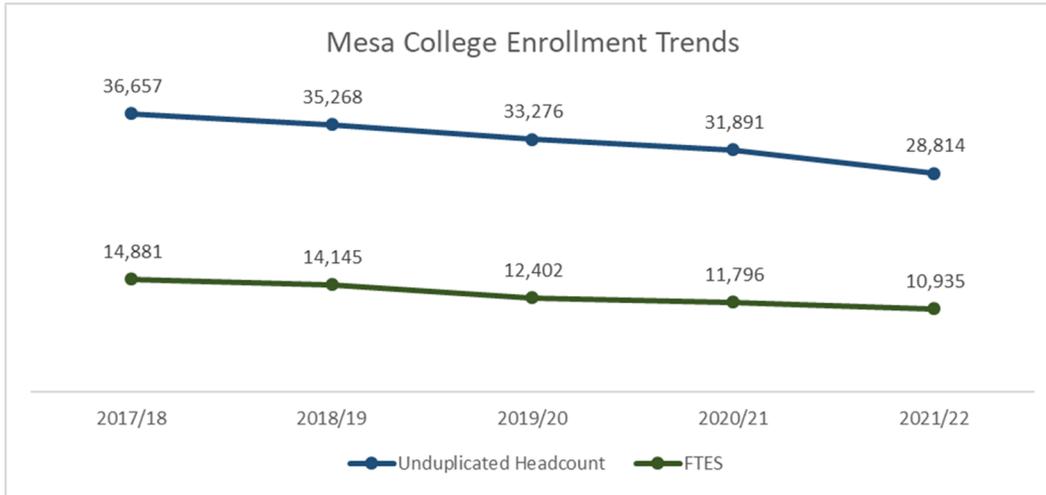
Launch Board Student Success Metrics

[www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx](http://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx)

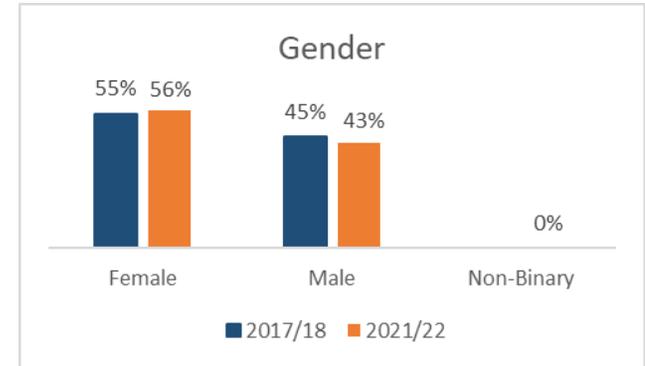
CSU Reports & Analytics

[www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx](http://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx)

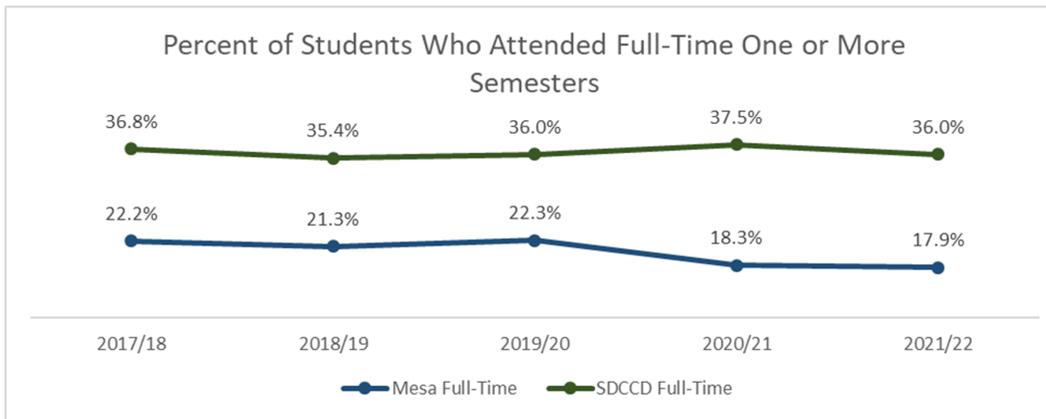
# I. ENROLLMENT TRENDS & DEMOGRAPHIC PROFILE



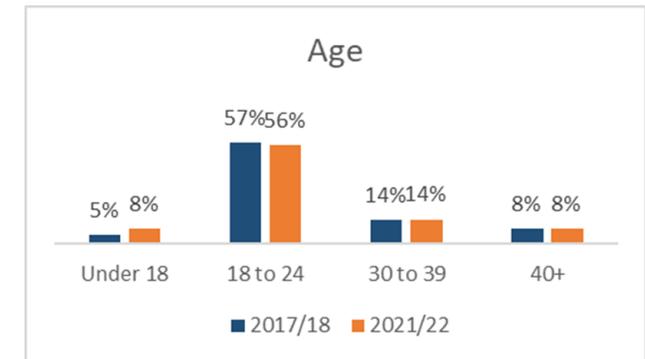
Sources: Student Characteristics Dashboard & SDCCD Facts of File



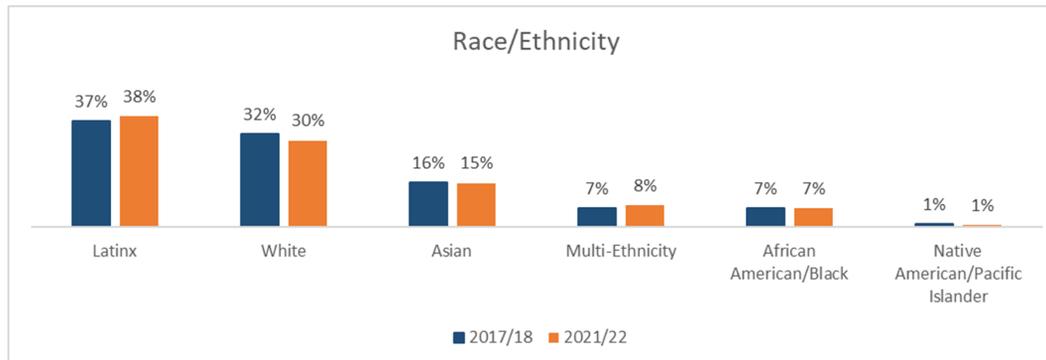
Source: Student Characteristics Dashboard



Source: Student Characteristics Dashboard



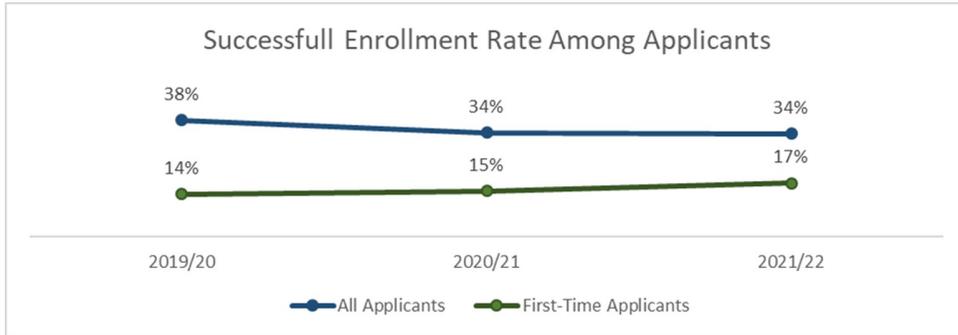
Source: Student Characteristics Dashboard



Source: Student Characteristics Dashboard

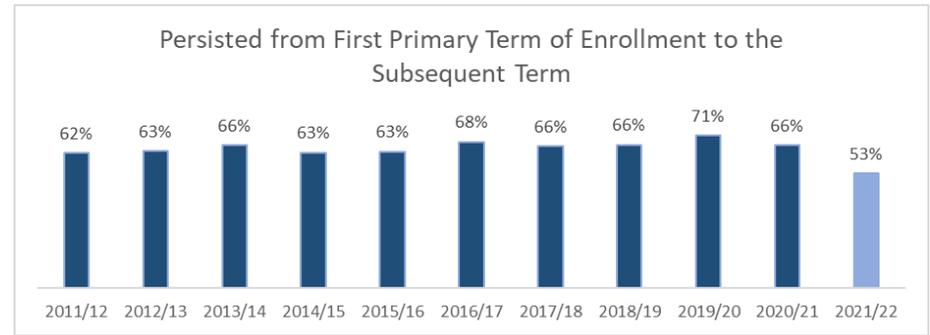
## II. THE STUDENT JOURNEY: AT MESA

### Enrollment

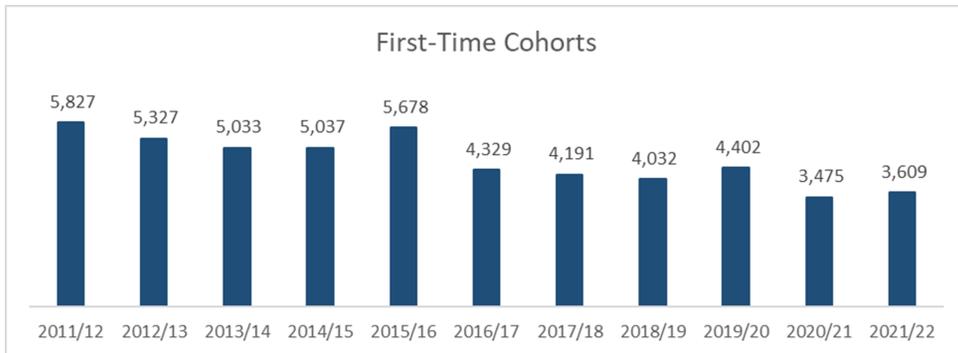


Source: Student Success Metrics Dashboard, April 2023 Release  
 About Metric: Among applicants who indicated intent to enroll at Mesa in the selected year, the percentage who enrolled.

### Momentum

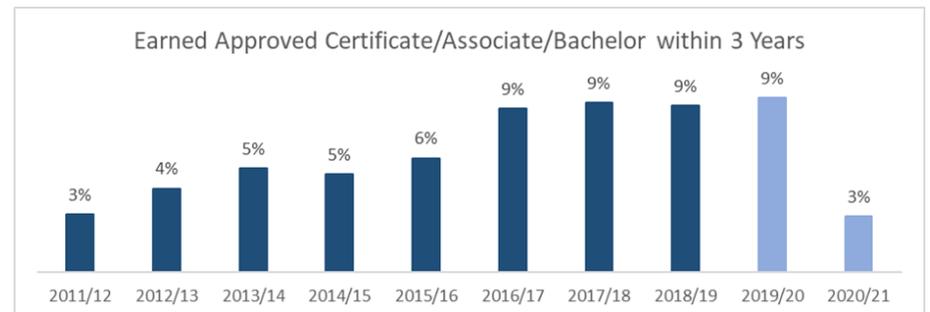


Source: 2023 Student Success Metrics Preliminary Data for ACCJC  
 About Metric: Among first-time cohort students, the proportion who enrolled in the subsequent primary term after their first primary term of enrollment. Lighter bar(s) indicate the timeframe allowed to meet the outcome of the metric is incomplete.



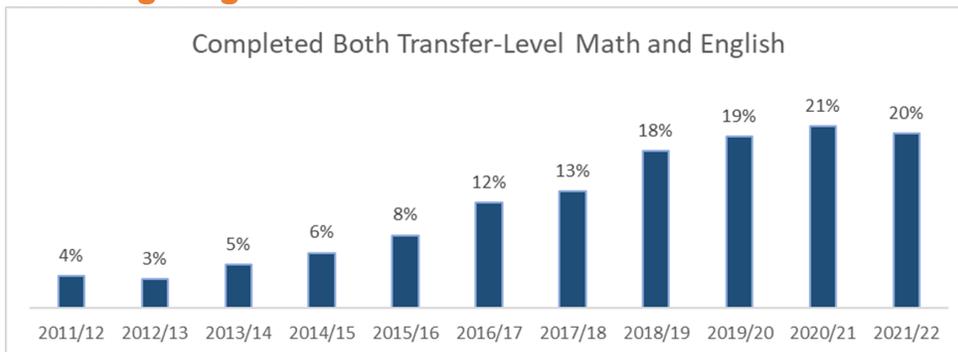
Source: 2023 Student Success Metrics Preliminary Data for ACCJC  
 About Metric: Number of first-time non-special admit credit students who started in the selected year.

### Success



Source: 2023 Student Success Metrics Preliminary Data for ACCJC  
 About Metric: Among first-time cohort students, the proportion who attained the Vision for Success completion definition in a 3-year timeframe. Lighter bar(s) indicate the timeframe allowed to meet the outcome of the metric (3 years) is incomplete.  
 Vision Goal Completion Definition: Earned Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree.

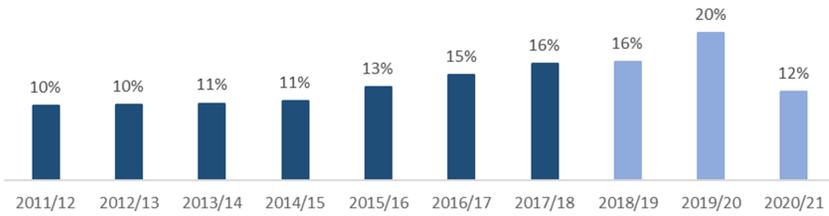
### Learning Progress



Source: 2023 Student Success Metrics Preliminary Data for ACCJC  
 About Metric: Among first-time cohort students, the proportion who completed both transfer-level math and English courses in the district within one year from first term of enrollment.

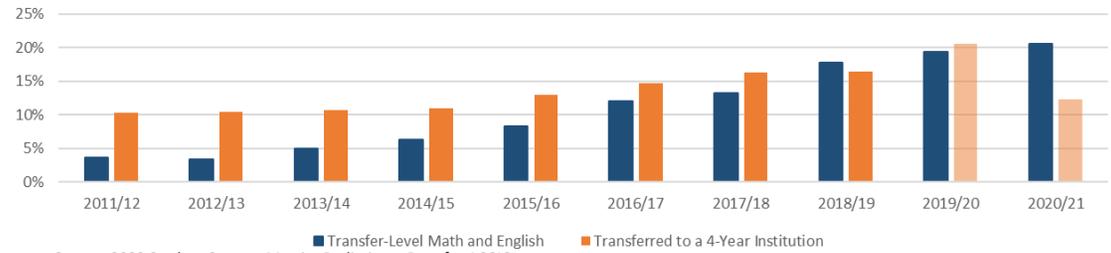
# III. THE STUDENT JOURNEY: BEYOND MESA —TRANSFER

Transferred to a Four-Year Institution



Source: 2023 Student Success Metrics Preliminary Data for ACCJC  
 About Metric: Among first-time cohort students, the proportion who earned 12 or more units within the 3-year timeframe and who exited the community college system and enrolled in a four-year institution by the subsequent year after the 3-year timeframe.  
 Lighter bars indicate the timeframe allowed to meet the outcome of the metric is incomplete.

Transfer-Level Math & English Completion and Transfers to 4-Year Institutions



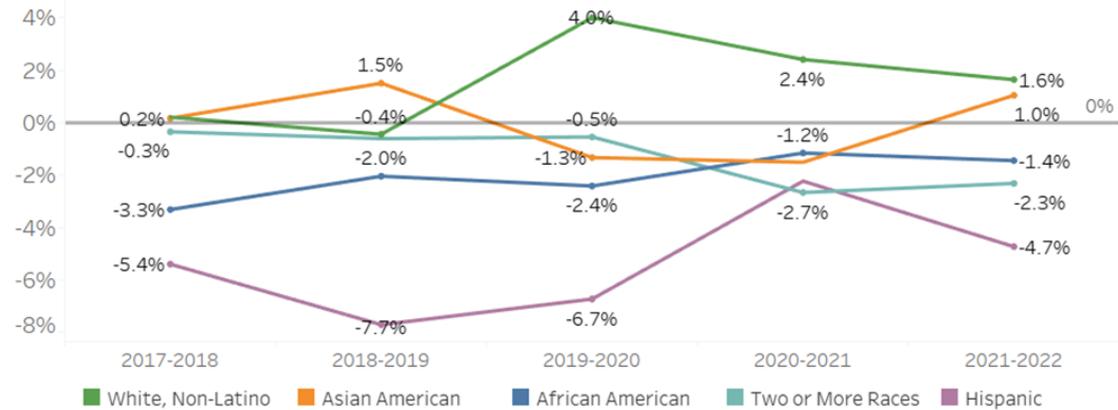
Source: 2023 Student Success Metrics Preliminary Data for ACCJC.  
 Note: Transparent bars indicate the timeframe allowed to meet the outcome of the metric is incomplete.  
 About Metrics: Among first-time cohort students, the proportion who completed both transfer-level math and English courses in the district within one year from first term of enrollment and the proportion who earned 12 or more units within the 3-year timeframe and who exited the community college system and enrolled in a four-year institution by the subsequent year after the 3-year timeframe.

CSU Undergraduate Degrees Earned by Mesa Transfer Students



Source: CSU Reports & Analytics – College Year CSU Undergraduate and Graduate Degrees Granted Statistical Report

Mesa to CSU Transfer Equity Gap  
 Measured in Percentage Points



Sources: CSU Reports & Analytics – 2013-2014 to 2021-2022 CCC Transfers to the CSU (Concentration & Ethnicity) Report & San Diego Mesa College Student Characteristics Dashboard  
 Note: This graph shows the percentage point gaps between the representation of Mesa Transfer students at CSU and the representation of Mesa students whose educational objective is to obtain a bachelor's degree.

## Former Mesa Student Earnings

Median Annual Earnings of Exiting Mesa Students



Source: MIS, EDD Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match  
 About Metric: Among all students who exited the community college system and who did not transfer to any post-secondary institution, median earnings following the academic year of exit. This metric is adjusted for inflation. Median values shown correspond to a total of 38,236 student records.

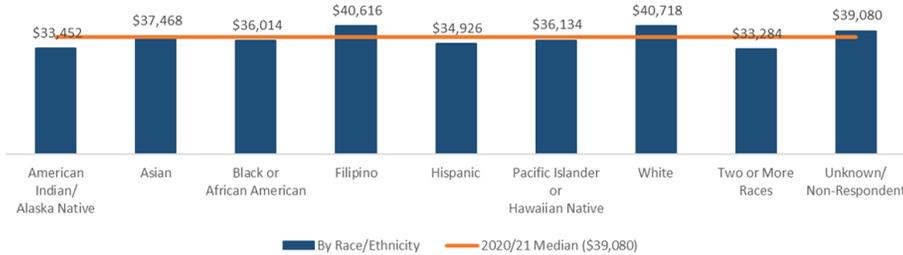
## Former Mesa CTE Student Earnings

CTEOS Median Earnings for Mesa Students



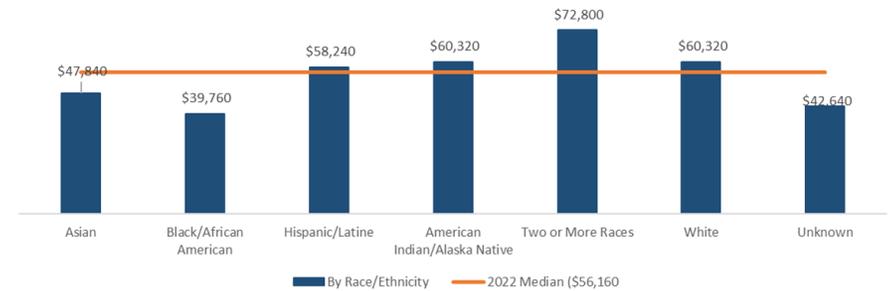
Source: 2017-2022 CTEOS Survey.  
 About Metric: Earnings were calculated by multiplying reported hourly wage times 40 hours times 52 weeks. Median wages were calculated based on a total of 1,612 responses collected between 2017 and 2022. Among these responses, 65% did not have a certification listed and 13% were listed a Business Administration certification. All other certifications listed represented 2% or fewer responses.

Median Earnings of Mesa Students Who Exited in 2020/21



Source: MIS, EDD Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match  
 About Metric: Among all students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit. This metric is adjusted for inflation. Median values shown correspond to a total of 38,236 student records. Sample sizes for each demographic group ranged between 16 and 2,364.

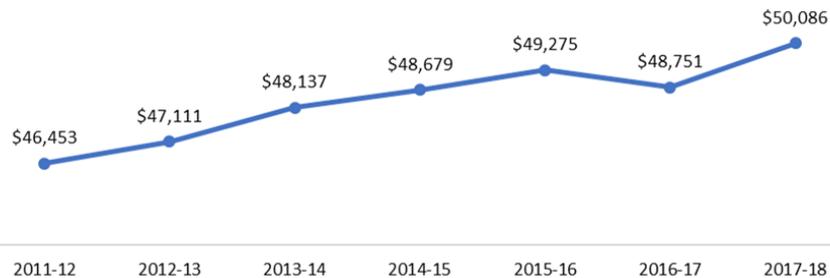
2022 CTEOS Median Earnings



Source: 2022 CTEOS Survey.  
 About Metric: Earnings were calculated by multiplying reported hourly wage times 40 hours times 52 weeks. Median wages were calculated based on a total of 177 responses collected in 2022. Sample sizes for each demographic group ranged between 3 and 69.

## SDSU Graduate Earnings

SDSU Median Annual Earnings 2 Years After Graduation



Source: CSU Reports & Analytics – Labor Market Outcomes of Undergraduate Alumni Dashboard  
 Note: This graph does not look specifically at Mesa College Students. Median values shown correspond to a total of 26,602 student records.

## Appendix A: Guide to Equity-Minded Reflection

When reviewing data, the following prompts can be used to generate equity-minded discussion and planning.

- What patterns do you notice? What jumps out at you? What are the themes?
- Does the data challenge assumptions about specific populations? If so how?
- What are the biggest obstacles/barriers to student success for those students most disproportionately impacted? What is detracting from student success? How do you know? How can we remove them? *How would you capture these obstacles/barriers using the following bullets?*
  - Individual
  - Societal
  - Institutional (Note: this is our level of impact)
- What are we doing that is working? What is contributing to student success? Are students taking advantage of these resources? If not, why? What can be scaled, modified or eliminated?  
*Does evidence exist to support our practices? If so, what does the data say? What additional/new information is needed to understand the “why” and “how” of existing barriers?*
- What habits, policies, programs, services, support and/or practices can be implemented to address equity issues and change the way we work with students and allow more students succeed? What are the 2-3 most important things that should be done to overcome structural behaviors?
- How would this work? Who would be involved? Who would be responsible? What kind of support would be needed? Who would be informed by this?  
What would success look like and how would we measure it? How would know if we were successful?

## Appendix B: Student Support Awareness and Usage

Programs	Students - Graduates					Students - General Population					Faculty				
	Used it (Helpful resource)	Used it (Unhelpful resources)	Did not use it, I wish I had	Did not use it, I don't know what it is	Did not use it, it does not apply to me	Used it (helpful resource)	Used it (unhelpful resource)	Heard of it, but never used it	Never heard of it	It does not apply to me	Heard of it and referred students	Heard of it and have not referred students	I do not know what this is	I did not know this service existed	It does not apply to my students
ADVOCS	3%	0%	5%	79%	12%	2%	2%	5%	87%	4%					
Associated Students											22%	62%	12%	2%	2%
Borderless Scholars											8%	30%	50%	10%	2%
CalWORKS											14%	48%	28%	8%	2%
CARE											8%	32%	40%	18%	2%
Career Center	32%	4%	24%	15%	25%	17%	6%	57%	13%	8%	64%	26%	4%	4%	2%
Child Development Center	5%	0%	7%	24%	65%	5%	2%	32%	26%	35%	16%	56%	10%	12%	6%
CRUISE	11%	2%	6%	62%	20%	9%	1%	13%	72%	5%	8%	30%	40%	20%	2%
Dreamer Resource Center											16%	44%	22%	16%	2%
DSPS	11%	1%	7%	14%	66%	9%	3%	30%	19%	39%	78%	14%	6%	2%	0%
EOPS	17%	1%	14%	31%	37%	12%	4%	31%	33%	19%	40%	34%	20%	6%	0%
Evaluations	34%	5%	6%	36%	18%	16%	8%	22%	46%	9%	36%	22%	26%	14%	2%
FAST Scholars	2%	1%	11%	63%	23%	2%	2%	14%	75%	8%	14%	14%	48%	20%	4%
Financial Aid	61%	6%	9%	3%	21%	53%	10%	21%	3%	11%	66%	34%	0%	0%	0%
FYE	8%	1%	9%	57%	24%	7%	3%	15%	62%	13%					
General Counseling	76%	10%	6%	2%	5%	69%	13%	14%	2%	3%	76%	20%	2%	2%	0%
Health Services	31%	4%	17%	15%	33%	22%	4%	54%	15%	5%	72%	24%	0%	4%	0%
International Students	3%	1%	6%	24%	67%	2%	2%	21%	46%	29%	24%	46%	14%	10%	6%
Kapwa											0%	8%	70%	18%	4%
Library services	81%	2%	6%	5%	7%	63%	4%	16%	12%	6%					
MAAP						2%	2%	11%	62%	23%	0%	4%	72%	18%	6%
Mesa Academy/Umoja	2%	1%	5%	68%	24%	3%	0%	9%	82%	6%	8%	26%	48%	14%	4%
Mesa Scholarships											70%	20%	2%	8%	0%
MT2C	44%	4%	20%	12%	21%	20%	5%	28%	38%	9%	38%	12%	40%	6%	4%
NextUP											4%	4%	66%	22%	4%
Outreach	11%	1%	9%	53%	26%	6%	4%	20%	58%	12%	16%	24%	42%	14%	4%
Peer Navigators	13%	2%	9%	53%	23%	11%	5%	12%	64%	7%	26%	44%	18%	8%	4%
Promise	57%	1%	5%	23%	14%	11%	2%	9%	69%	9%	18%	34%	32%	8%	8%
Puente	2%	0%	8%	66%	24%	3%	0%	10%	79%	7%	6%	18%	54%	16%	6%
Sawubona											0%	4%	72%	20%	4%
Second Year Experience											2%	6%	64%	24%	4%
SEEDS						2%	1%	8%	84%	5%	4%	6%	62%	24%	4%
STAR TRIO	6%	0%	8%	63%	23%	3%	1%	18%	70%	8%	8%	10%	58%	18%	6%
STEM Center	25%	2%	12%	35%	26%	14%	1%	33%	48%	5%	20%	48%	12%	10%	10%
STEMCore						6%	0%	24%	64%	6%	12%	38%	26%	14%	10%
Student Clubs											46%	40%	4%	8%	2%
Testing & Assessment Center	32%	5%	9%	25%	30%	17%	4%	28%	42%	9%	34%	46%	4%	14%	2%
The STAND	25%	1%	10%	44%	20%	12%	1%	11%	72%	4%	56%	24%	14%	2%	4%
Transfer Center	47%	5%	16%	14%	18%	22%	4%	38%	29%	6%	54%	24%	6%	10%	6%
Veterans Success Center	9%	1%	3%	20%	67%	9%	3%	19%	28%	41%	34%	48%	8%	8%	2%
Work-Based Learning											48%	28%	12%	10%	2%
<b>Number of Responses by Each Category</b>	<b>10185</b>	<b>906</b>	<b>4196</b>	<b>16261</b>	<b>12793</b>	<b>1001</b>	<b>221</b>	<b>1466</b>	<b>3275</b>	<b>824</b>	<b>533</b>	<b>526</b>	<b>554</b>	<b>221</b>	<b>66</b>

Source: Annual Graduate Survey, multi years of data

Source: Major and Course Navigation Project, 2019

Source: Student Support Awareness Survey, 2022

**Note.** Red means highest in that table. Green means lowest in that table.

### Guiding Questions

- What stands out to you? What patterns and trends do you notice across the data? What is the implication?
- Can you identify any potential factors or reasons that could account for these patterns or trends?
- Based on your analysis, what actions or next steps would you suggest?