

PRESIDENT'S CABINET RETREAT

SPRING 2022



AGENDA

2:15-2:30	Welcome – Pam
2:30-2:40	Setting the Stage
2:40-3:00	Roadmap Data – Course Success & Momentum
3:00-3:10	Breakout Rooms
3:10-3:20	Break
3:20-3:40	Roadmap Data – Completion & Employment
3:40-3:50	Breakout Rooms
3:50-4:10	Roadmap Data – Campus Climate
4:10-4:20	Breakout Rooms
4:20-4:40	R&D Focus Group findings
4:40-4:50	Breakout Rooms
4:50-5:00	Close

WELCOME

DR. PAM LUSTER



PLACEHOLDER FOR PAM



SETTING THE STAGE



"If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then **education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.**"

Truman Commission on Higher Education, 1947

ORGANIZATIONAL APPROACHES TO RACIAL JUSTICE

Organizational Approaches to Racial Justice Activity

Colorblind	Multiculturalist	Cultural Competency	Cultural Humility	Social Justice
"I don't see color" "We're all one team"	Value conflict free diversity	Value understanding difference.	Understands racial inequity and their part in it. Committed to humble studentship	Committed to challenging systems of oppression and radically re-imagining new systems.

SHIFT

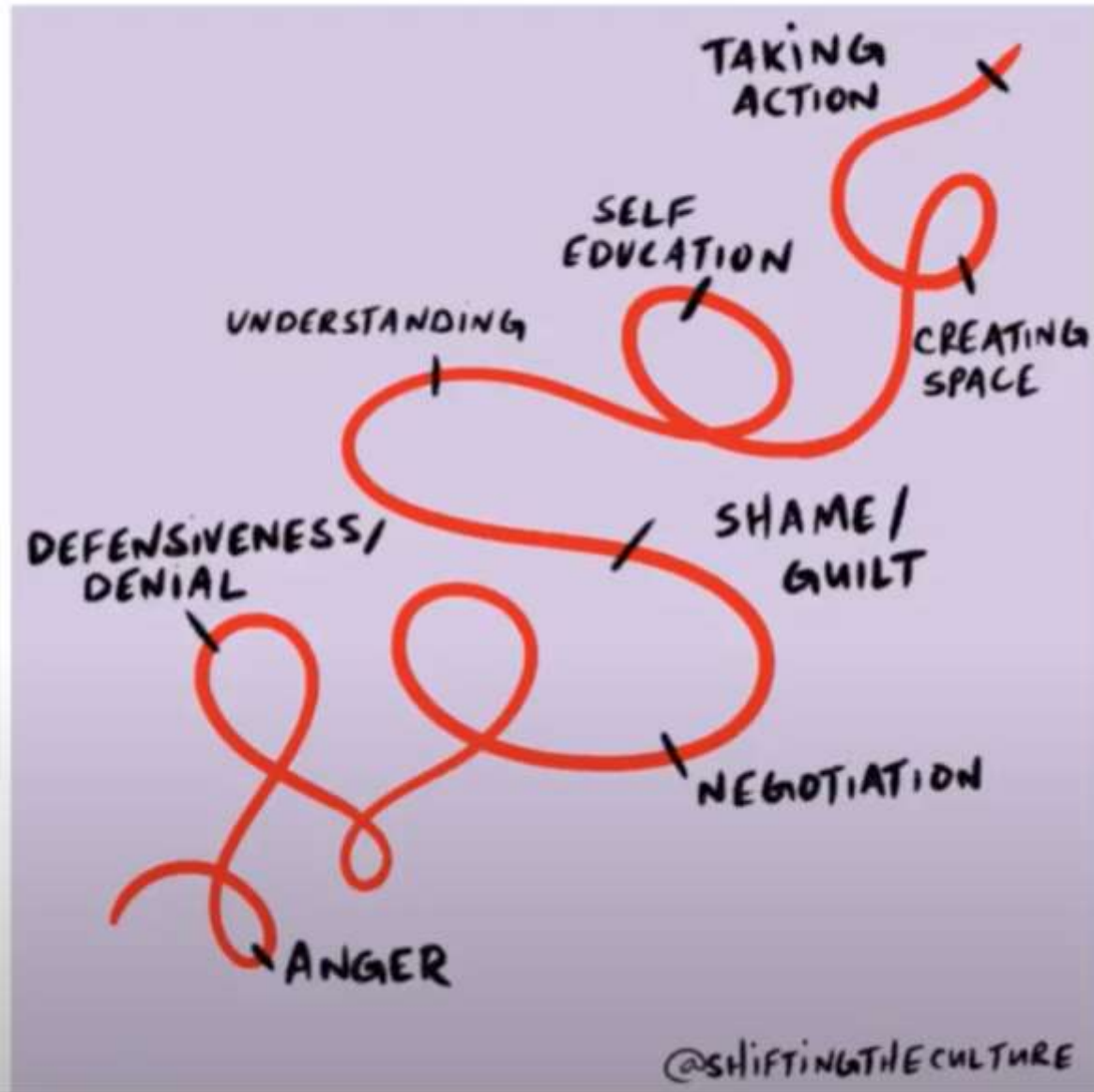


INDIVIDUAL APPROACHES TO RACIAL JUSTICE

4 Approaches to Racial Justice

Actor	Ally	Accomplice	Co- Conspirator
<ul style="list-style-type: none">• Says "I'm not racist."• Self defined• Takes up space• Acts on guilt• Help and support	<ul style="list-style-type: none">• Requires understanding of self awareness around power and privilege• Will accept criticism• Continually interrogate their privilege	<ul style="list-style-type: none">• Is anti-racist• BIPOC are not a monolith• Builds trust and asks for consent• Leveraging power and privilege• Willing to risk social standing	<ul style="list-style-type: none">• Courageously committed to self accountability• Radically re imagines new systems and sets actions into place• Remains a humble student

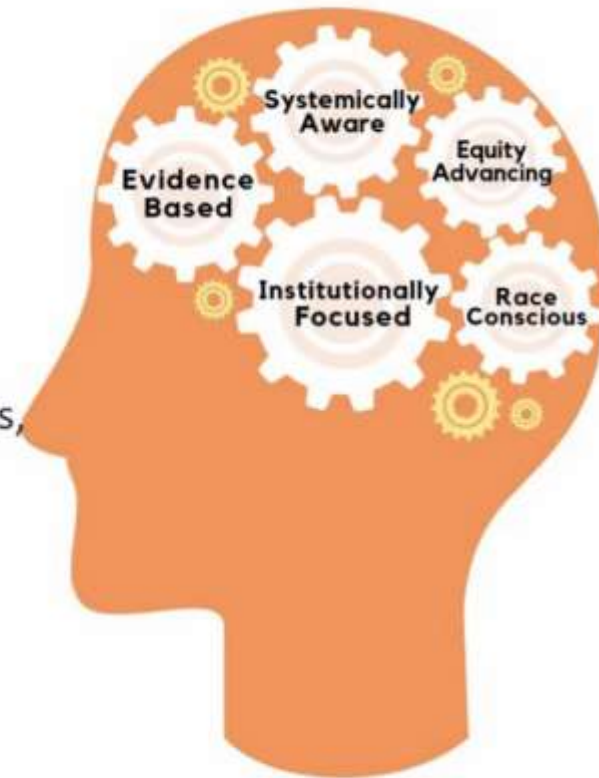
Courage over Comfort



EQUITY MINDEDNESS

Equity Mindset

- The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.
- These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.
- It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education



AGREEMENTS

- Stay Engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- Be curious
- Compassionate Accountability
- What else?

BREAKOUT REFLECTIONS

Padlet

1. What the data are telling us about who we are?
2. How does that reconcile with who we have committed to become?
3. What we can do in our individual spaces and collectively to move us in a more equitable direction with greater intentionality.



STUDENT SUCCESS PROGRESS MEASURES



MEASURES

1. Course Success
2. Momentum
3. Completion/Transfer
4. Employment
5. Campus Climate



COURSE SUCCESS

GENERALLY, COURSE SUCCESS SAW A SMALL INCREASE DURING 20/21 AY (+2%), THIS LEVELED OUT AGAIN IN FALL 21. HOWEVER THE EQUITY GAPS REMAIN AND IN SOME CASES, INCREASED.

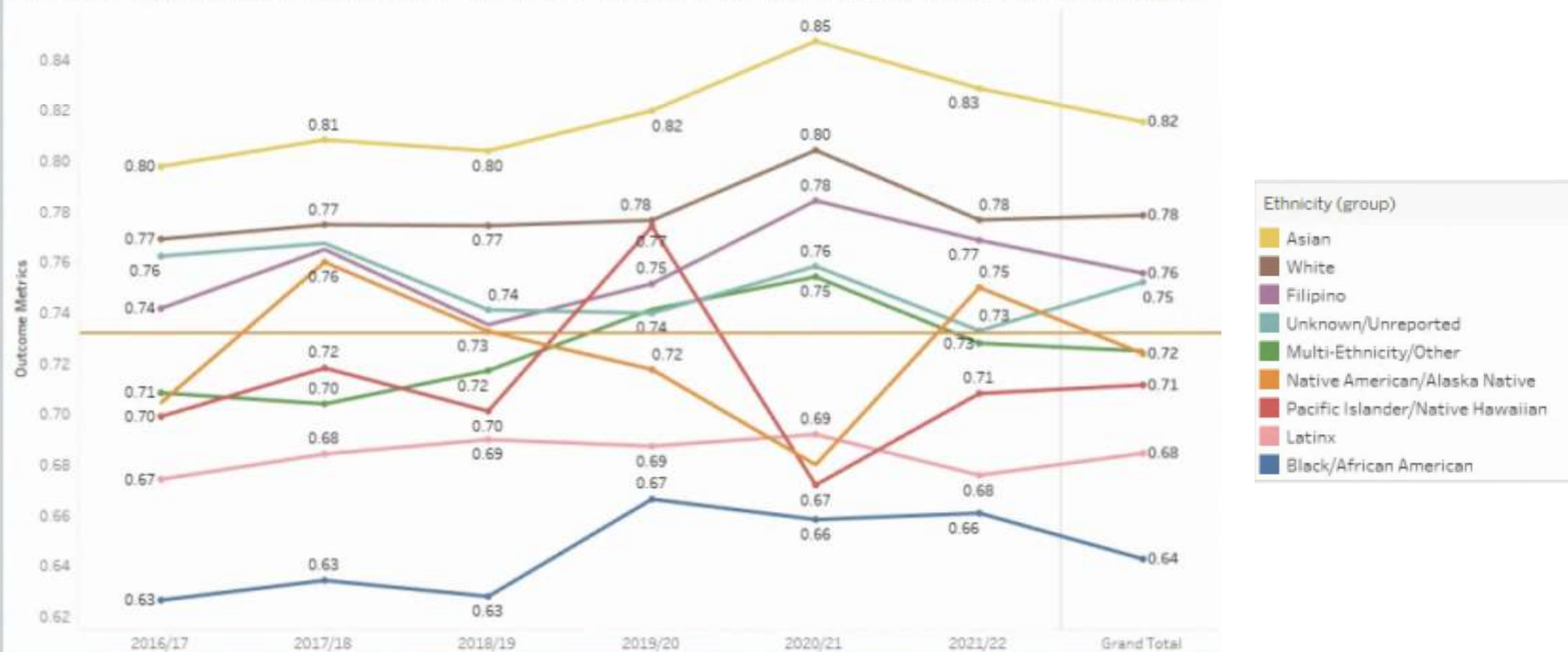
FROM SP20 FORWARD, COURSE SUCCESS RATE WAS HIGHEST IN HYBRID & ASYNCHRONOUS ONLINE CLASSES FOR BLACK AND LATINX STUDENTS. HOWEVER ONLINE CLASSES ALSO HAD THE LARGEST EQUITY GAPS.



COURSE SUCCESS-BY ETHNICITY

Schools: All, Programs: All, Courses: All, Modalities: All, CTE Status: All

Filters Selected: Ethnicity: All Gender: All, Age Group: All, First Gen Status: All, DSPS Status: All, EOPS Status: All, Military Status: All, Student Journey: All, Enrollment Status: All



COURSE OUTCOMES – EQUITY GAP ANALYSIS (SUI 6-IN20)

By Ethnicity		Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	49,511	90.4%	80.7%	8.7%	0	
Black/African American	30,666	84.1%	63.8%	-9.8%	3,016	
Filipino	19,960	87.8%	75.1%	2.2%	0	
Latinx	174,023	85.9%	68.5%	-7.1%	12,417	
Native American/Alaska N..	1,331	86.6%	73.0%	0.1%	0	
Pacific Islander/Native Ha..	2,468	86.9%	71.9%	-1.1%	27	
White	141,487	88.6%	77.5%	6.6%	0	
Multi-Ethnicity/Other	30,410	86.8%	71.7%	-1.4%	412	
Unknown/Unreported	8,227	88.4%	75.7%	2.8%	0	
Grand Total	458,083	87.3%	73.0%		0	

COURSE OUTCOMES – EQUITY GAP ANALYSIS (SP20-FA21)

By Ethnicity		Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	22,599	90.5%	83.3%	10.9%	0	
Black/African American	13,091	83.3%	65.4%	-8.7%	1,142	
Filipino	8,792	86.7%	76.7%	3.2%	0	
Latinx	83,711	84.0%	68.3%	-8.9%	7,431	
Native American/Alaska N..	523	83.9%	70.7%	-2.9%	15	
Pacific Islander/Native Ha..	953	86.8%	69.3%	-4.4%	42	
White	61,138	87.9%	78.6%	7.0%	0	
Multi-Ethnicity/Other	15,599	85.6%	74.0%	0.5%	0	
Unknown/Unreported	3,852	85.9%	74.2%	0.6%	0	
Grand Total	210,258	86.0%	73.6%		0	

BLACK STUDENT SUCCESS BY MODALITY (SP20 FORWARD)

By Modality

	Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Needed
Face-to-Face	2,560	77.4%	64.9%	-0.6%	17
Hybrid	566	88.2%	78.8%	14.0%	0
Online-Asynchronous	6,133	85.3%	65.6%	0.4%	0
Online-Synchronous	3,832	83.3%	63.5%	-2.8%	106
Grand Total	13,091	83.3%	65.4%		0

LATINX STUDENT SUCCESS BY MODALITY (SP20 FORWARD)

By Modality

	Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Needed
Face-to-Face	17,150	78.0%	67.7%	-0.8%	135
Hybrid	3,559	85.1%	71.5%	3.4%	0
Online-Asynchronous	36,205	86.1%	69.7%	2.5%	0
Online-Synchronous	26,797	84.8%	66.3%	-2.8%	762
Grand Total	83,711	84.0%	68.3%		0

EQUITY GAP ANALYSIS- ONLINE ASYNCHRONOUS COURSES (SP20 FORWARD)

SAN DIEGO MESACOLLEGE
Equity Gap Analysis by Student Characteristics

Select Term(s) (Multiple values) | Select School(s) (All) | Select Program(s) (All) | Select Course(s) (All) | Select Modality (Online-Asynchronous) | Select CTE Status (All) | HS Program Status (All)

Campus Success Rate



School Success Rate



Program Success Rate



Course Success Rate



Equity Gap Analysis By (By Ethnicity) | Select Equity Method (Percentage Point Gap) | Include EW Grades (All) | Disproportionate Impact (No/Yes) | Info

By Ethnicity	Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	10,057	91.9%	84.9%	11.2%	0
Black/African American	6,133	85.3%	65.6%	-9.9%	607
Filipino	3,944	89.0%	78.6%	3.9%	0
Latinx	36,205	86.1%	69.7%	-8.5%	3,069
Native American/Alaska N..	218	84.9%	71.6%	-3.4%	7
Pacific Islander/Native Ha..	463	89.6%	70.2%	-4.7%	22
White	28,048	89.8%	79.9%	7.2%	0
Multi-Ethnicity/Other	7,283	86.8%	73.9%	-1.0%	76
Unknown/Unreported	1,676	87.8%	74.7%	-0.2%	3
Grand Total	94,027	88.0%	74.9%		0



MOMENTUM

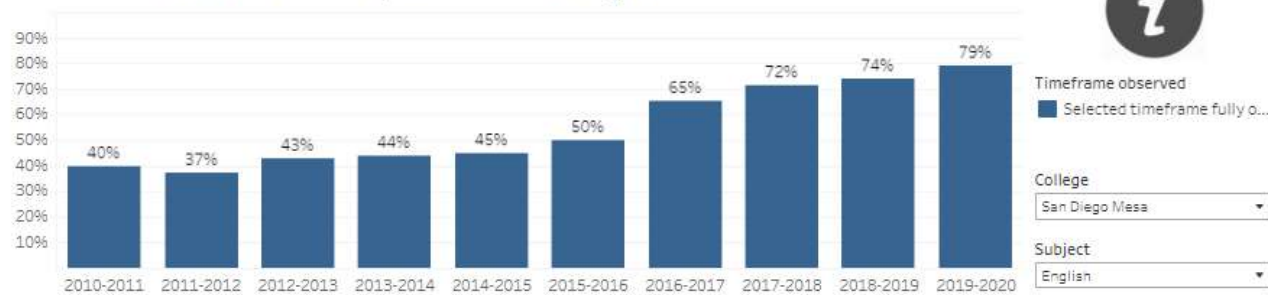
BLACK AND LATINX STUDENTS CONTINUE TO SEE SIGNIFICANT GAINS IN COMPLETION ON TRANSFER MATH AND ENGLISH, HOWEVER EQUITY GAPS REMAIN.

BLACK, LATINX, AND NATIVE HAWAIIAN/PACIFIC ISLANDER STUDENTS COMPLETE FEWER UNITS DURING THEIR FIRST 3 YEARS THAN THEIR PEERS.

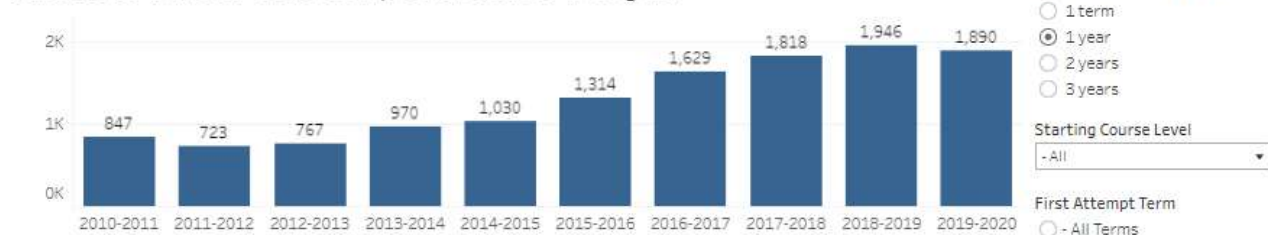


COMPLETION OF TRANSFER LEVEL ENGLISH WITHIN 1 YEAR OF STARTING – BY ETHNICITY

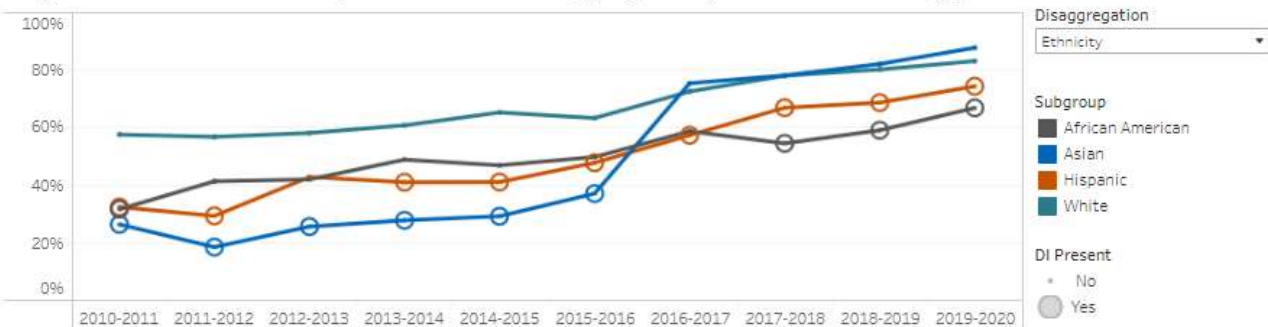
Successful Transfer-Level Completion Rates in English



Successful Transfer-Level Completion Counts in English



English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)

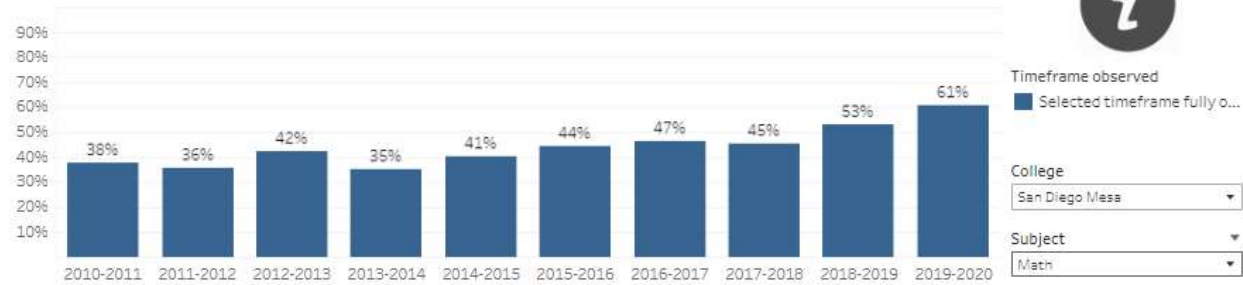


Between 2016 and 2019, Latinx students saw the largest gains (+17%, +200 students) in successful completion of Transfer-level English within 1 year.

Equity gaps remain for Latinx and Black students

COMPLETION OF TRANSFER LEVEL MATH WITHIN 1 YEAR OF STARTING – BY ETHNICITY

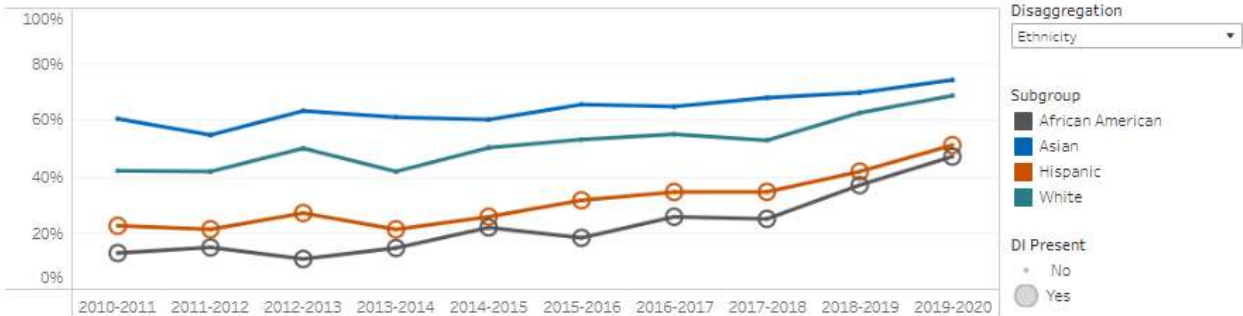
Successful Transfer-Level Completion Rates in Math



Successful Transfer-Level Completion Counts in Math



Math Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)



Between 2016 and 2019, Black students saw the largest gains (+21%) in successful completion of Transfer-level Math within 1 year.

Equity gaps remain for Latinx and Black students

EQUITY GAP IN ENGLISH (SP20-FORWARD)

Before SP20, Equity gap in English was 8.2% for Latinx students and 8.7% for Back Students

By Ethnicity		Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	1,861	90.2%	79.6%	13.6%	0	
Black/African American	1,139	81.1%	58.8%	-9.2%	104	
Filipino	661	83.2%	68.8%	1.5%	0	
Latinx	7,629	82.5%	61.0%	-11.2%	851	
Native American/Alaska N..	34	94.1%	73.5%	6.1%	0	
Pacific Islander/Native Ha..	73	82.2%	56.2%	-11.3%	8	
White	4,789	87.3%	73.8%	8.8%	0	
Multi-Ethnicity/Other	1,358	85.3%	70.3%	3.1%	0	
Unknown/Unreported	300	85.0%	70.7%	3.3%	0	
Grand Total	17,844	84.8%	67.4%		0	

EQUITY GAP IN MATH (SP20-FORWARD)

Before SP20, Equity gap in English was 10.3% for Black Students and 9.6% for Latinx students.

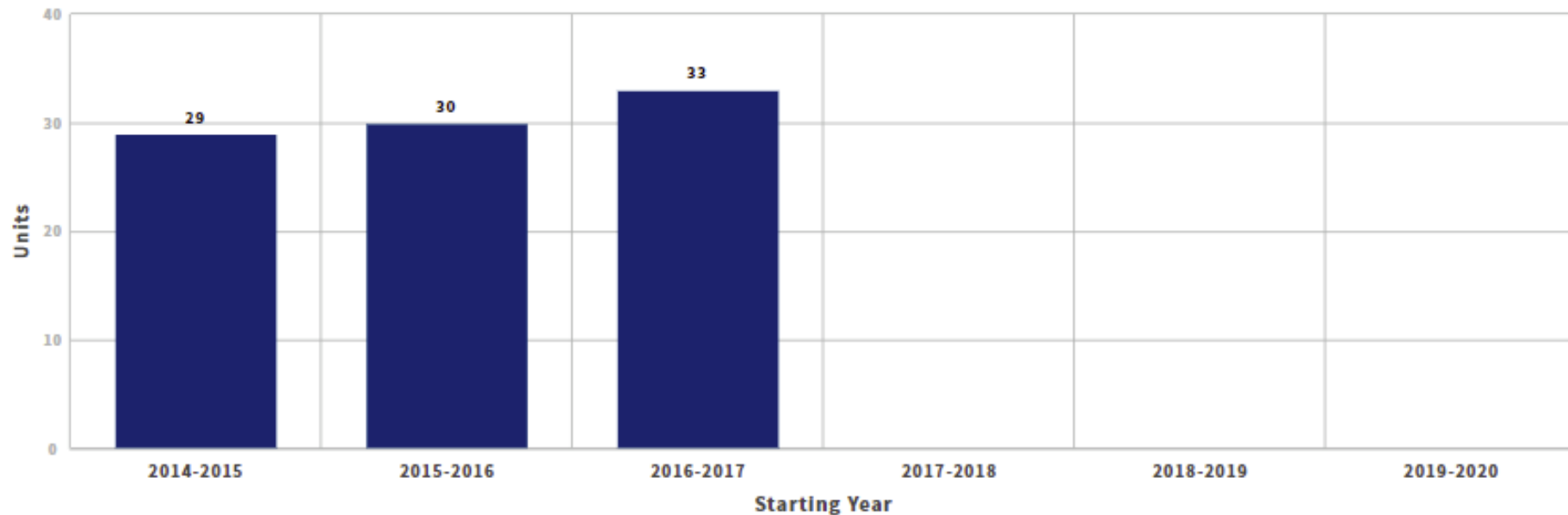
By Ethnicity

	Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	2,818	88.6%	80.2%	15.8%	0
Black/African American	1,306	76.3%	53.0%	-14.3%	187
Filipino	852	80.0%	65.7%	-0.7%	6
Latinx	8,834	78.3%	59.9%	-10.8%	955
Native American/Alaska N..	66	72.7%	56.1%	-10.4%	7
Pacific Islander/Native Ha..	109	81.7%	55.0%	-11.4%	12
White	6,130	83.8%	72.6%	8.5%	0
Multi-Ethnicity/Other	1,573	80.9%	65.9%	-0.5%	9
Unknown/Unreported	409	83.6%	70.9%	4.6%	0
Grand Total	22,097	81.4%	66.4%		0

UNIT COMPLETION WITHIN FIRST 3 YEARS

Average Total Units Successfully Completed

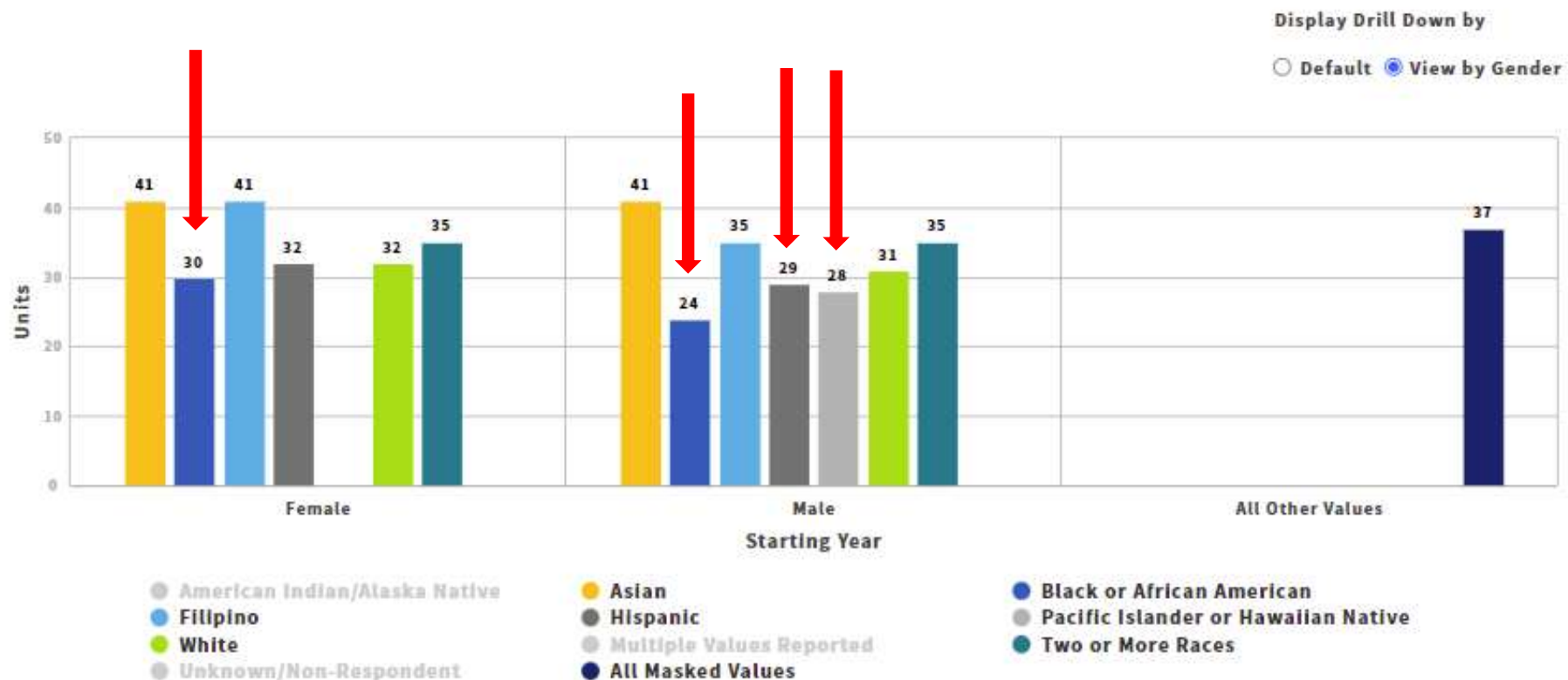
Among first-time cohort students, the average number of semester (quarter) units successfully completed during the selected timeframe



UNIT COMPLETION WITHIN FIRST 3 YEARS (2016/17 COHORT)

Average Total Units Successfully Completed

Among first-time cohort students, the average number of semester (quarter) units successfully completed during the selected timeframe



BREAKOUT ROOMS

Breakout Room questions:

1. What does the data tell us about who we are?
2. How does that reconcile with who we have committed to become?
3. What can we do in our individual spaces and collectively to move us in a more equitable direction with greater intentionality.



COMPLETION AND TRANSFER

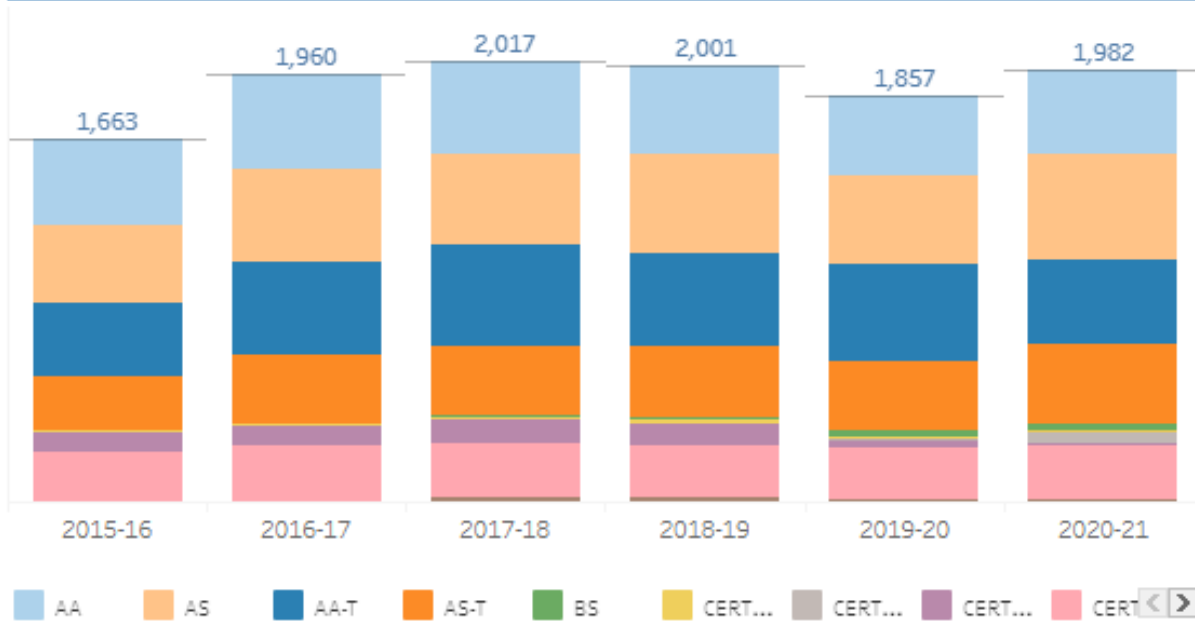
OVER THE LAST 6 YEARS COMBINED, BLACK AND LATINX STUDENTS HAVE BEEN SLIGHTLY UNDERREPRESENTED IN THE GRADUATING COHORTS, HOWEVER THIS GAP IS DECREASING AND IN 20/21 LATINX STUDENTS WERE EQUITABLY REPRESENTED.

OVERALL, WE HAVE SEEN AN INCREASE IN THE NUMBER OF STUDENTS COMPLETING OR TRANSFERRING WITHIN 3 YEARS, HOWEVER EQUITY GAPS REMAIN.

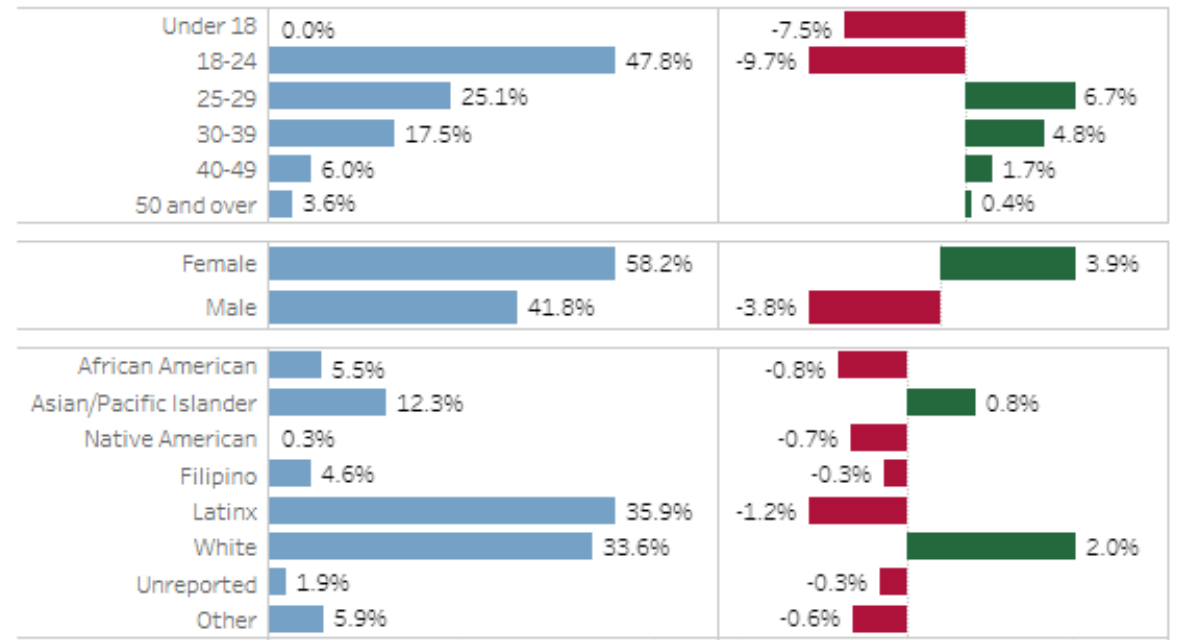


AWARDS

Awards by Academic Year



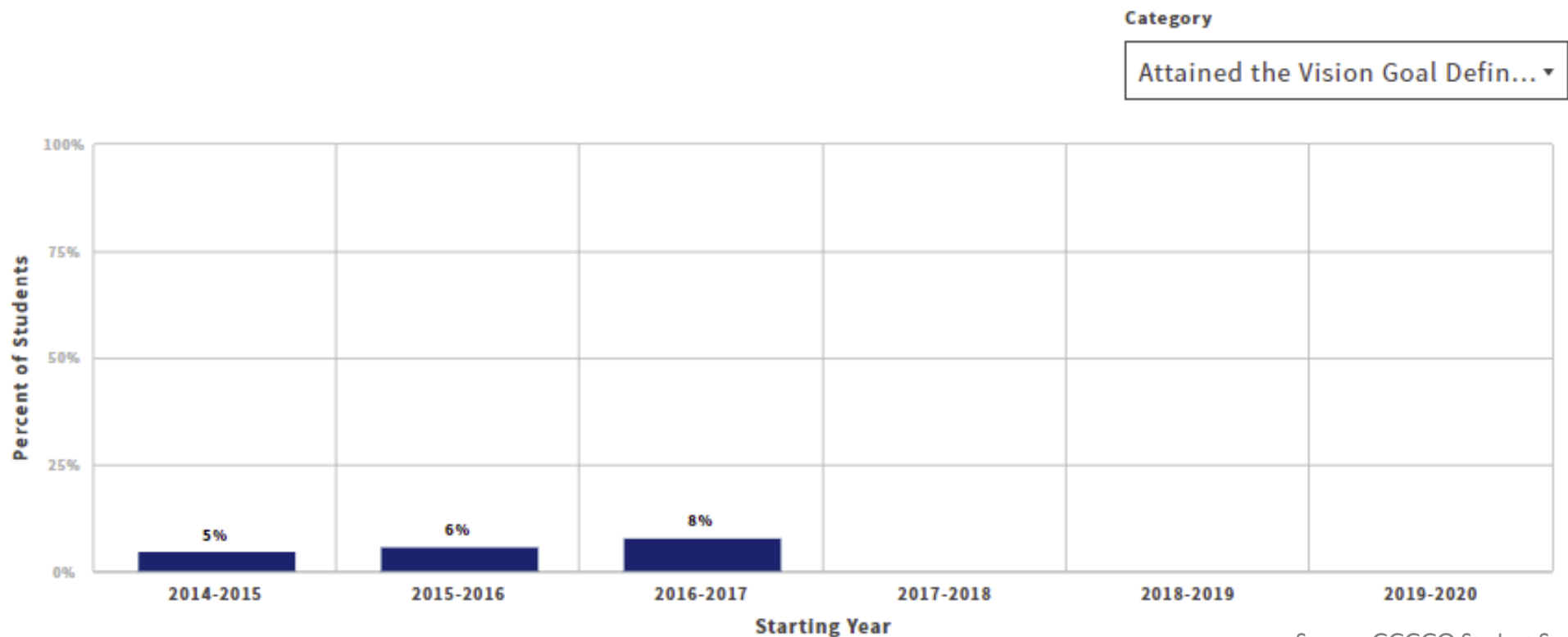
Awards by Age, Gender, and Ethnic Compared to Campus Representation



AWARD COMPLETION WITHIN 3 YEARS

Earned an Award

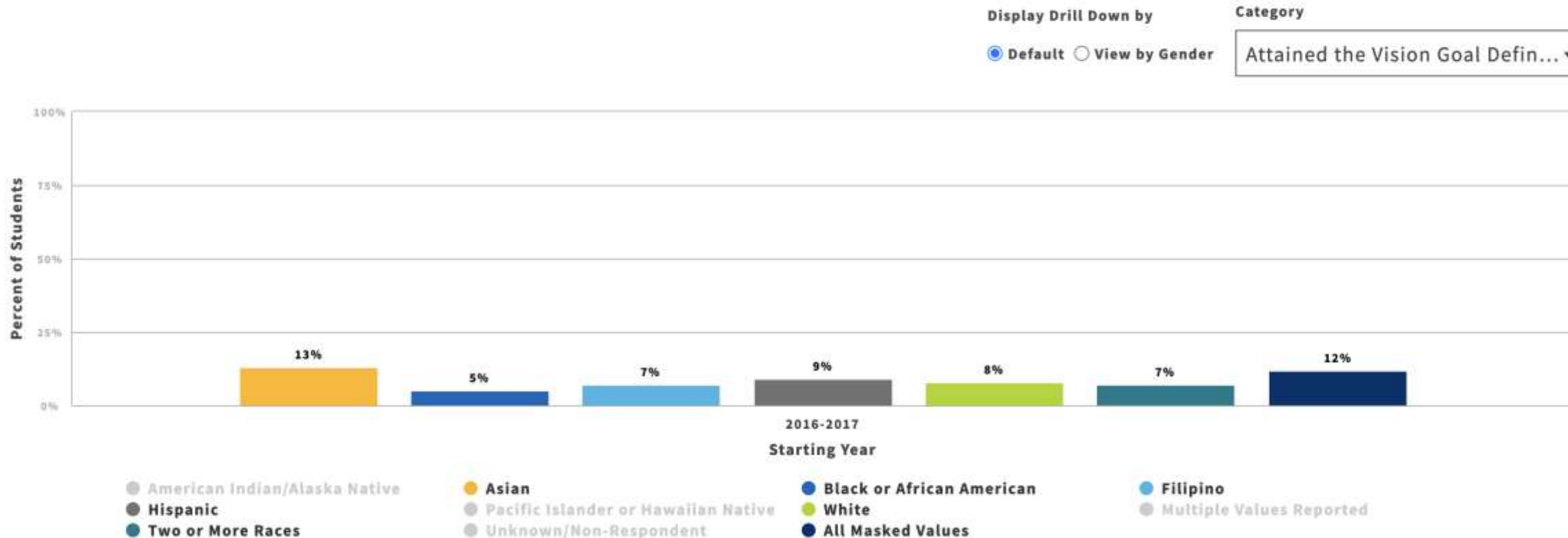
Among first-time cohort students, the proportion who earned a California community college award within the selected timeframe



AWARD COMPLETION WITHIN 3 YEARS

Earned an Award

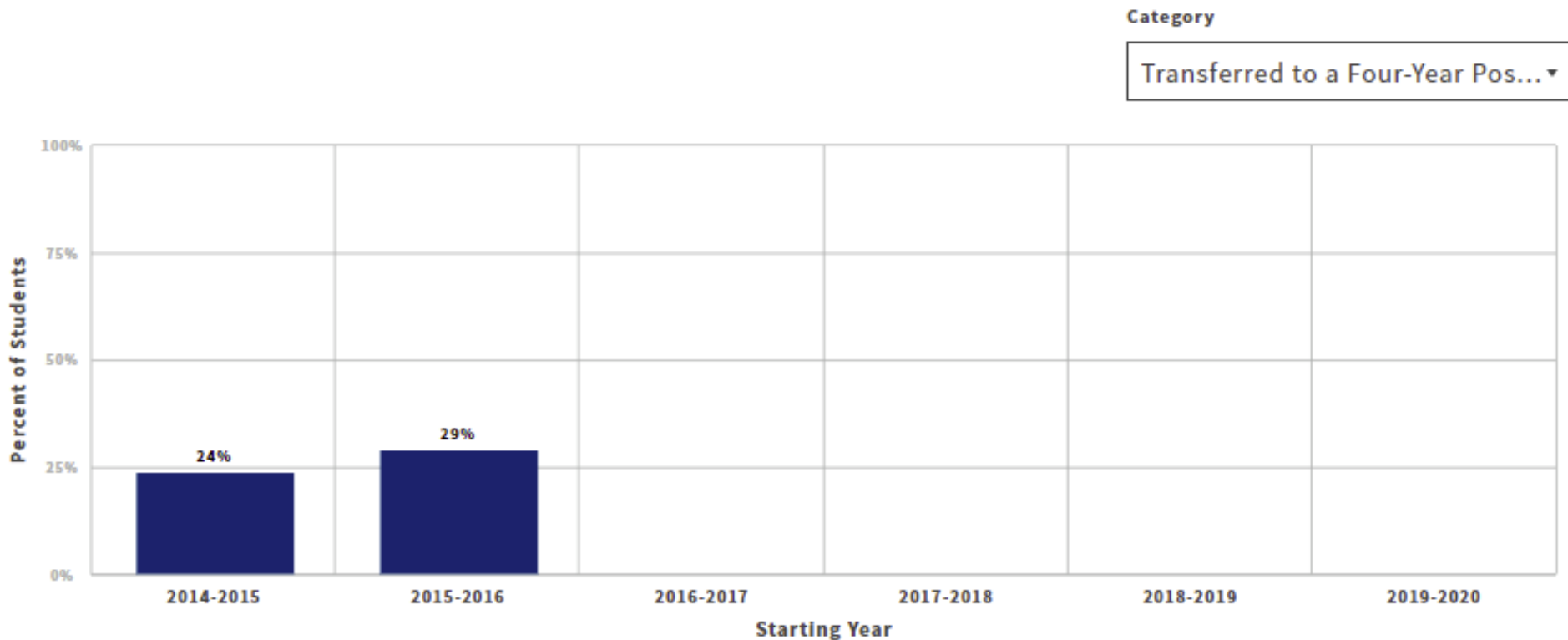
Among first-time cohort students, the proportion who earned a California community college award within the selected timeframe



TRANSFERRED WITHIN 3 YEARS

Transferred to a Four-Year Institution

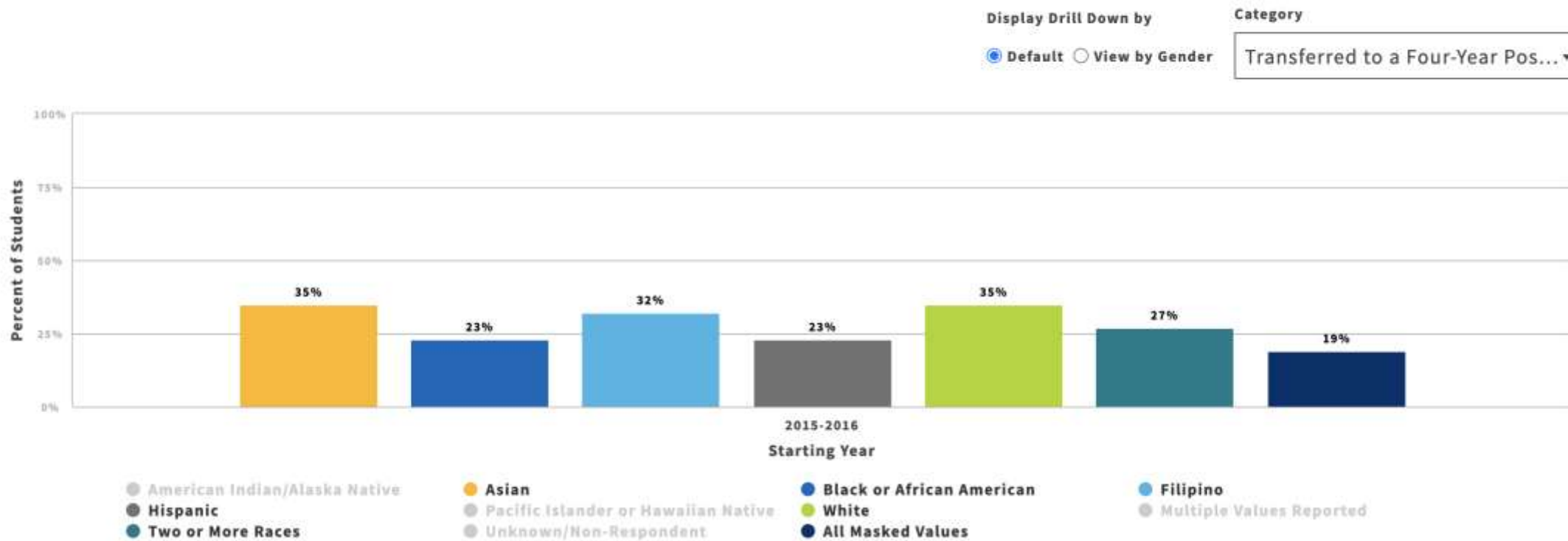
Among first-time students who earned 12 or more units and exited the community college system, the proportion who enrolled in any four-year postsecondary institution in the subsequent year after the selected timeframe



TRANSFERRED WITHIN 3 YEARS

Transferred to a Four-Year Institution

Among first-time students who earned 12 or more units and exited the community college system, the proportion who enrolled in any four-year postsecondary institution in the subsequent year after the selected timeframe





EMPLOYMENT (STATEWIDE CTEOS)

AS A SYSTEM, WE DO NOT HAVE A LOT OF INFORMATION ON EMPLOYMENT, ESPECIALLY DATA FOR NON-WHITE GROUPS.

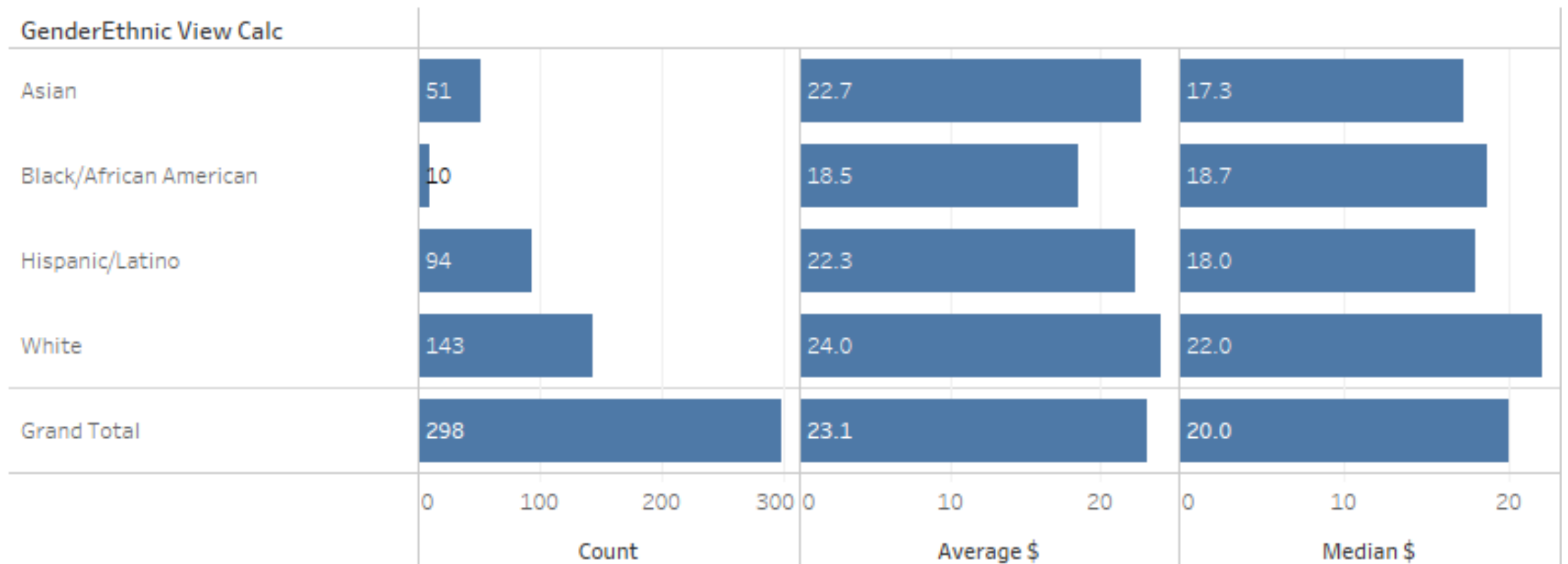
THREE-YEAR DATA SHOWED THAT THE AVERAGE HOURLY WAGE FOR BLACK/AFRICAN AMERICAN WAS THE LOWEST COMPARED TO OTHER ETHNICITIES

PAST STATEWIDE RESEARCH FOUND THAT IF STUDENTS WERE EMPLOYED IN THE SAME FIELD OF STUDY, THEY WOULD EARN HIGHER WAGES. HOWEVER, DISAGGREGATED DATA AT MESA SHOWED THAT WHITE BENEFITED THE MOST FROM BEING EMPLOYED IN THE SAME FIELD OF STUDY COMPARED TO OTHER ETHNICITIES



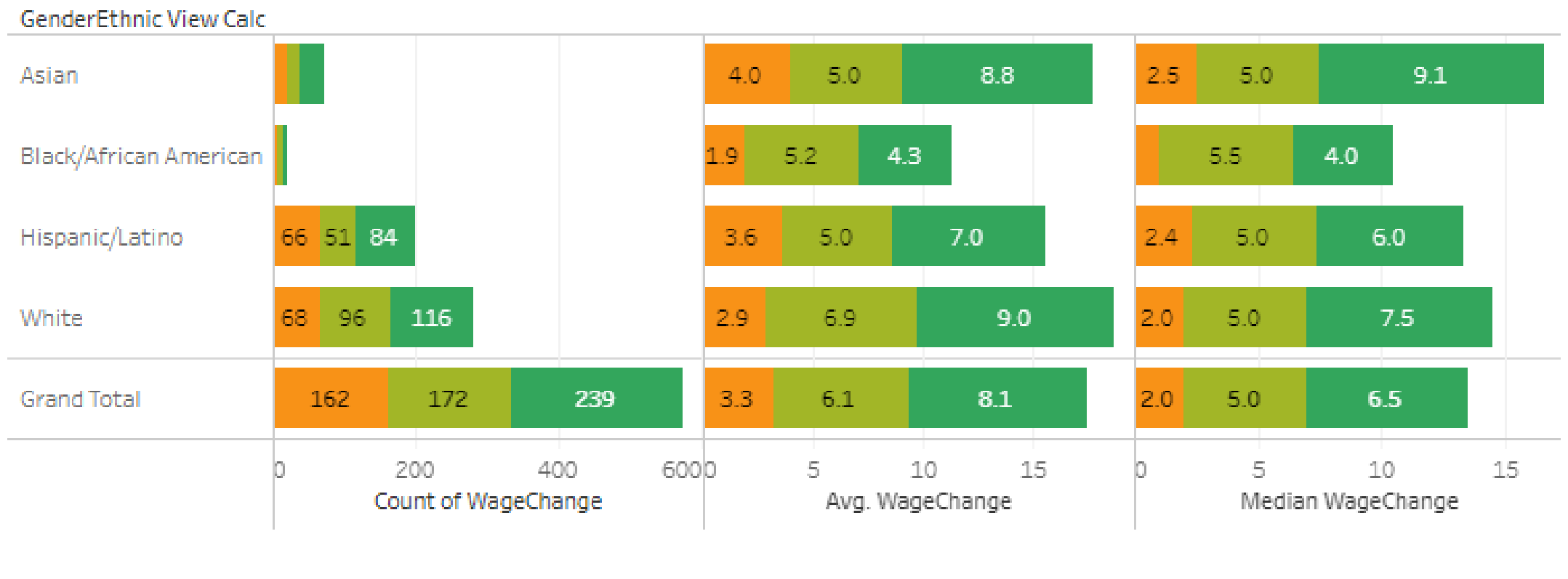
EMPLOYMENT OUTCOMES

Ethnicity Count, Average, & Median of Current Wages (Year = 2017, 2018, 2019)



EMPLOYMENT OUTCOMES AND JOB SIMILARITY

Ethnicity Count, Average, & Median of Wage Change (Year = 2017, 2018, 2019)



BREAKOUT ROOMS

1. What does the data tell us about who we are
2. How does that reconcile with who we have committed to become?
3. What can we do in our individual spaces and collectively to move us in a more equitable direction with greater intentionality.



CAMPUS CLIMATE

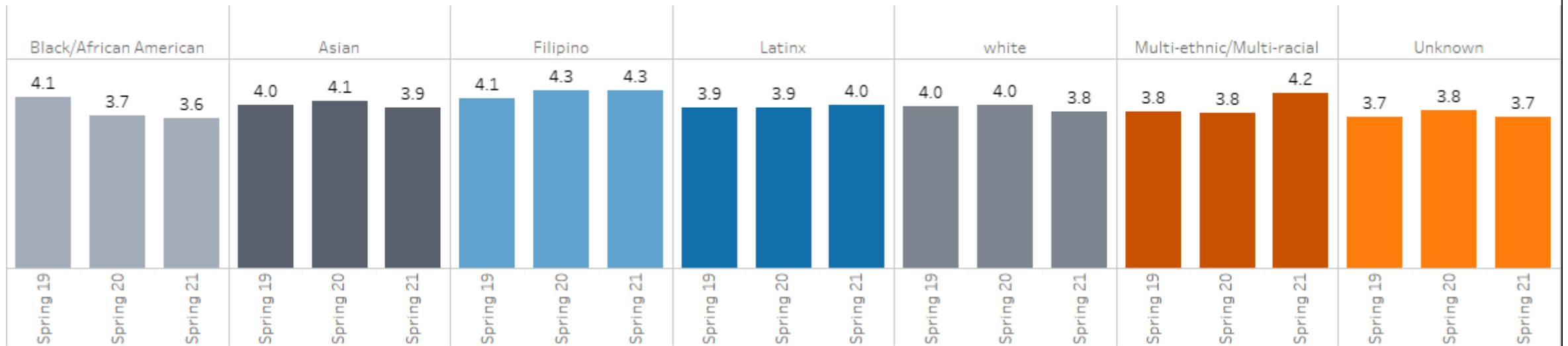
AFTER REPORTING THE HIGHEST LEVELS OF VALIDATION/AFFIRMATION IN SP19, GRADUATING BLACK STUDENTS REPORTED A SIGNIFICANT DECREASE BY SP21.

THE EXPERIENCES OF MESA STUDENTS AROUND CAMPUS CLIMATE, RACIAL LITERACY, MATTERING, AND PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO EQUITY ARE HIGHLY VARIED.



GRADUATING STUDENTS REPORT OF VALIDATION/AFFIRMATION

Validation/Affirmation



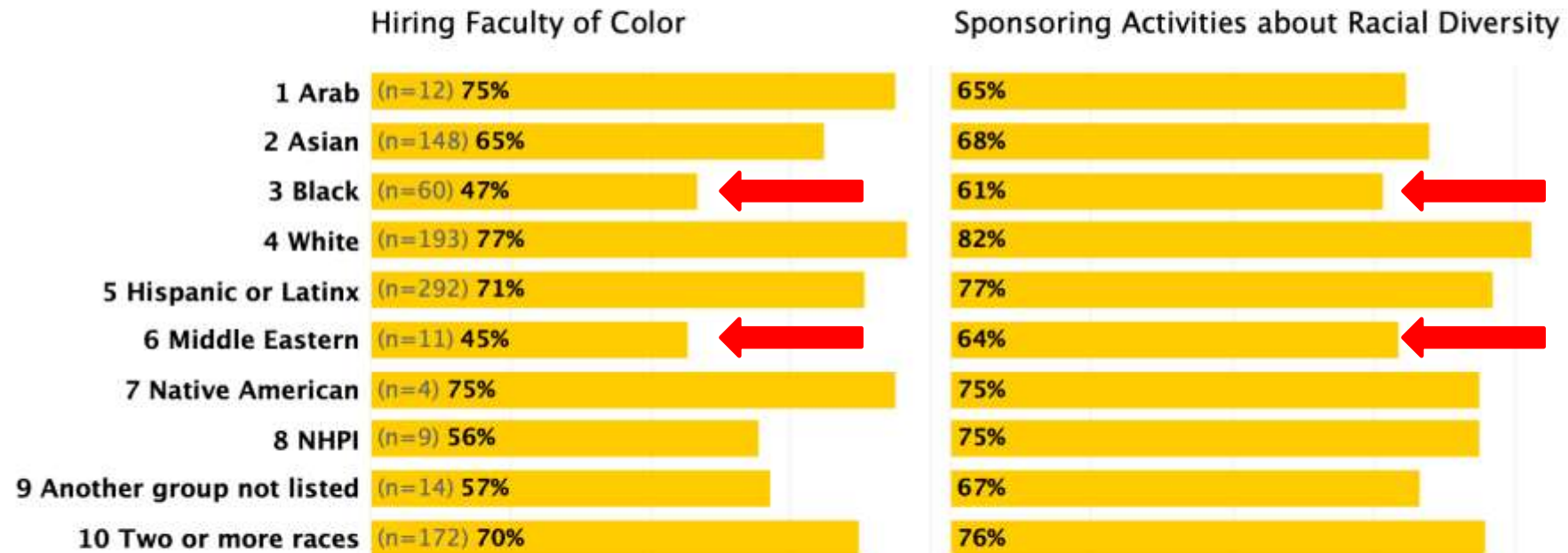
NACCC SURVEY - PERCENT OF STUDENTS WHO

- ... reported that Mesa is preparing them to work in racially-diverse setting: Asian students (46%) and Black students (38%) were the lowest
- ... believed the institution is mostly or strongly committed to hiring faculty of color: Black students (47%) and Middle Eastern students (45%) were the lowest
- ... believed the institution is mostly or strongly committed to sponsoring activities about racial diversity: Black students (61%) and Middle Eastern students (64%) were the lowest
- ... believed the institution is mostly or strongly committed to supporting in adapting to Online/Hybrid learning: Black students (66%) and Middle Eastern students (59%) were the lowest
- ... believed the institution is mostly or strongly committed to providing financial support to impacted students: Middle Eastern students (53%) and Native American (40%) were the lowest

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

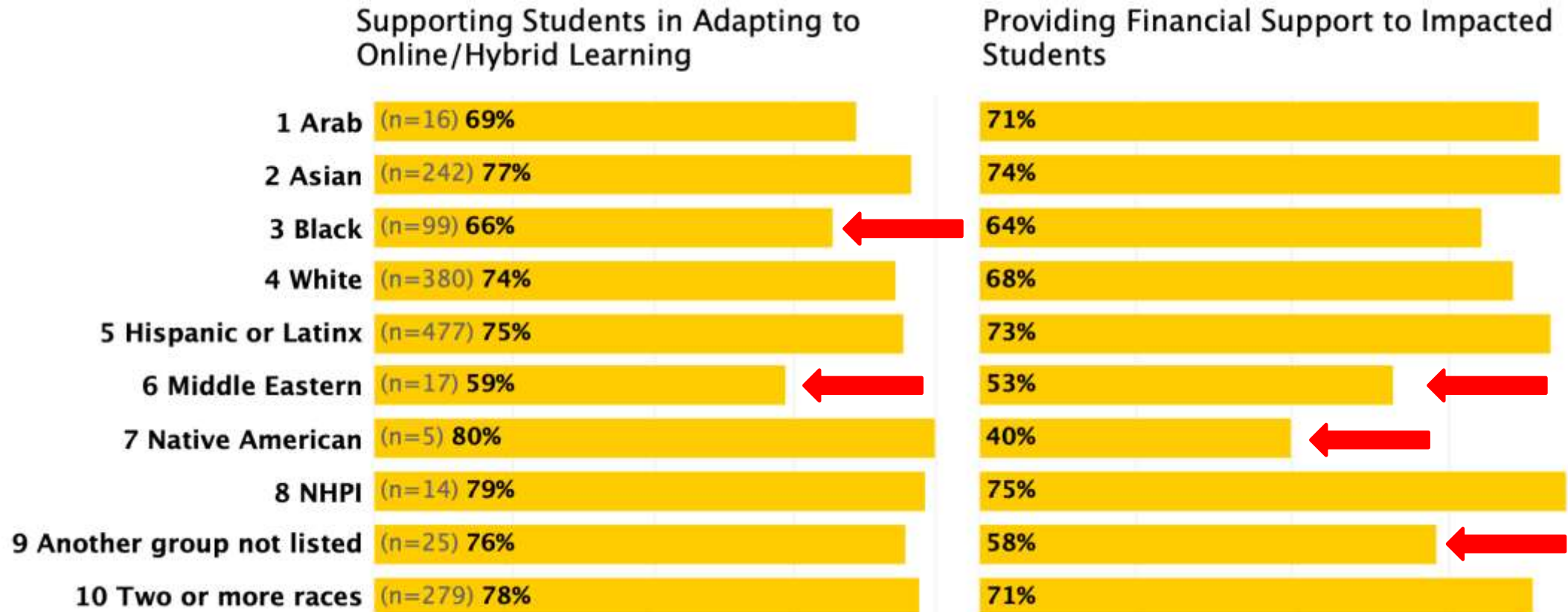
% of undergraduate students who believe the institution is
mostly or strongly committed to the following



Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Institutional Commitment to Supporting Students During the COVID-19 Pandemic

% of undergraduate students who believe the institution is
mostly or strongly committed to the following



BREAKOUT ROOMS

1. What the data are telling us about who we are?
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MORE DATA-COVID IMPACTS

FAMILY/PERSONAL CONCERNS WAS THE TOP REPORTED REASON FOR WITHDRAWAL BETWEEN FALL 21 AND SPRING 22.

OVER HALF OF SP20 AND SP21 MESA GRADUATES REPORTED SOME FORM OF BASIC NEEDS INSECURITY AND OVER 80% REPORTED MENTAL HEALTH CHALLENGES.

RELYING ON FRIENDS AND FAMILY WAS THE MOST COMMON COPING STRATEGY REPORTED FOLLOWED BY SACRIFICING OTHER NEEDS



WITHDRAWAL SURVEY



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

College
Mesa

Age
All

Gender
All

Ethnicity
All

Comprehensive
All

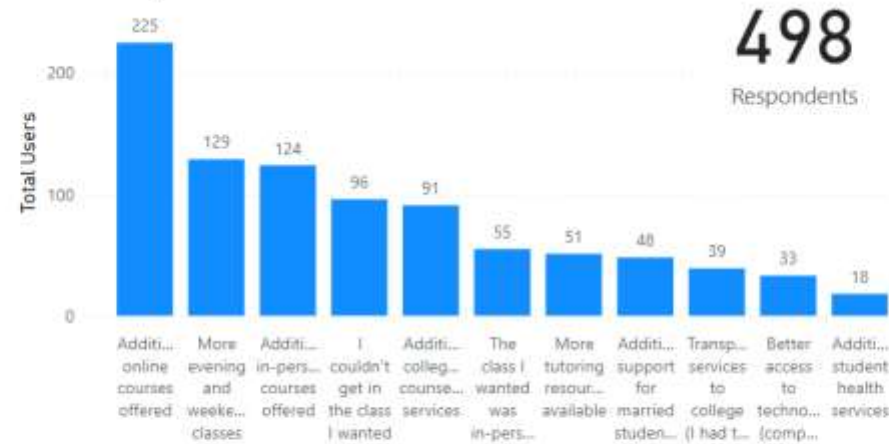
HEERF
All

Vaccinated
All

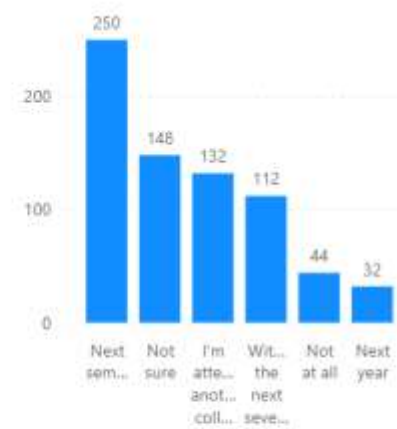
FAFSA
All

Veteran

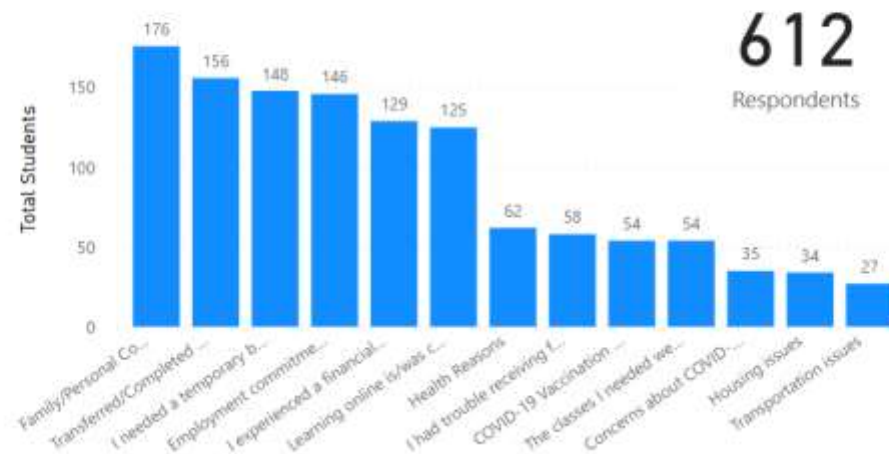
Total Users by Retention Factors



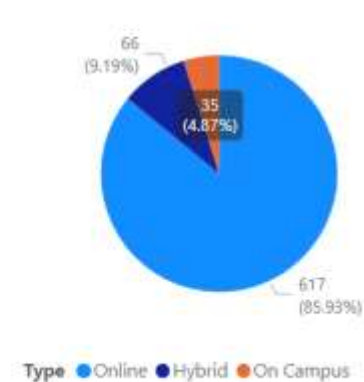
When Students Will Return



Total Students by Withdrawal Reasons



Student Type

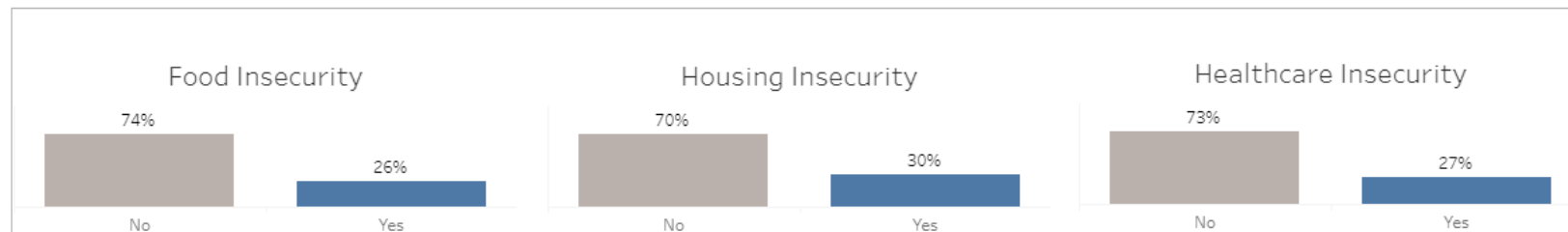


BASIC NEEDS

Guiding Question: Have Mesa College graduates experienced basic needs insecurity?

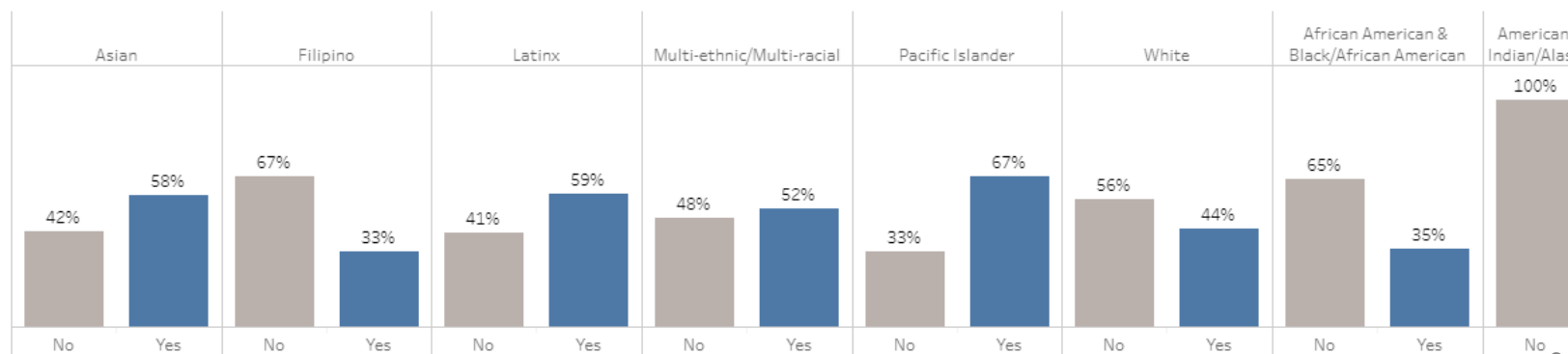
Term → Spring 21

All Basic Needs Insecurity !



Drill Down by:

Ethnicity

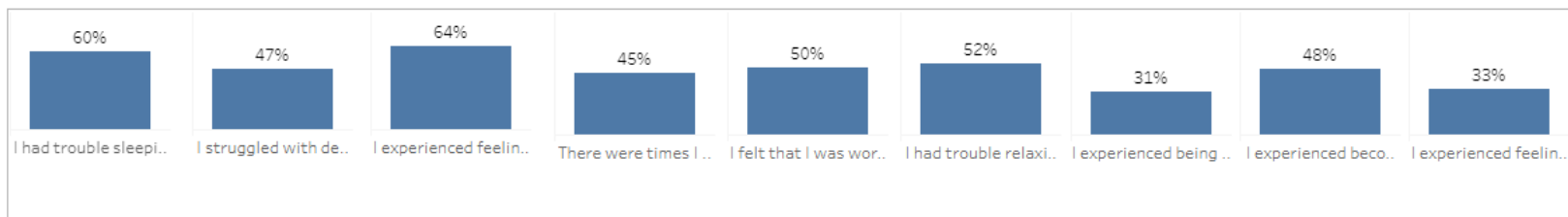
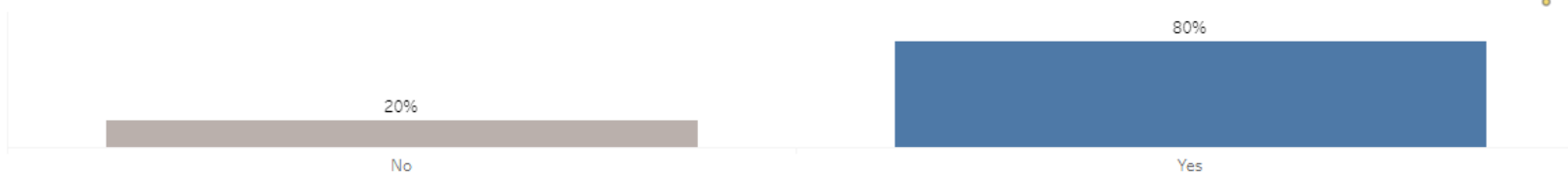


MENTAL HEALTH

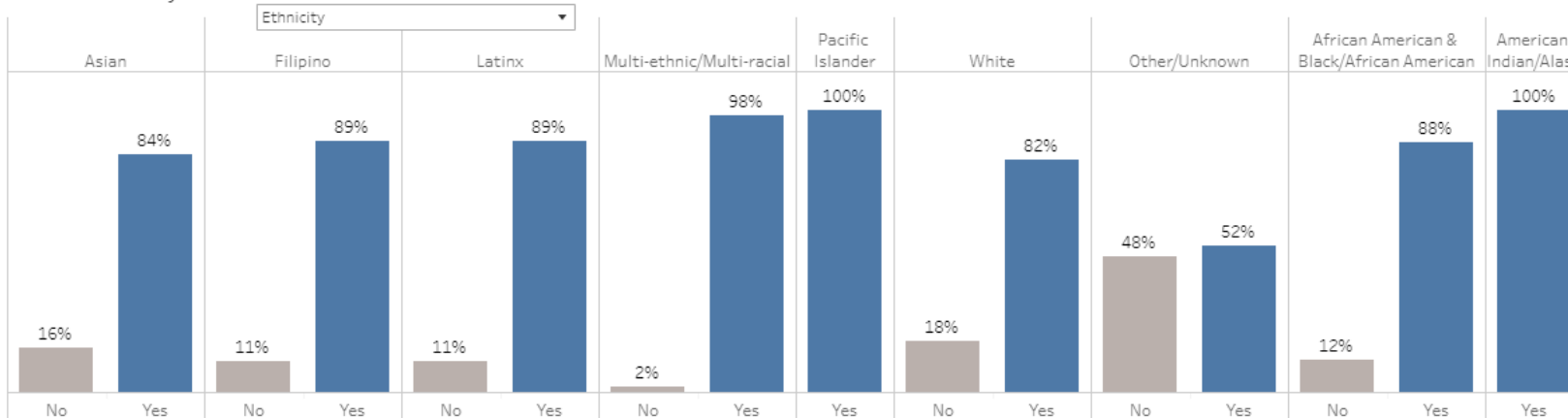
Guiding Question: Have Mesa College graduates experienced challenges with mental health?

Term → Spring 21

All Responses



Drill Down by:





LOOKING FORWARD – R&D CONSULTING





WRAP-UP AND NEXT STEPS

