

Learning from Success:

Graduate Survey 2019-2023



PCAB Retreat | Spring 2024
San Diego Mesa College



Outcomes and Agenda

- Learn about factors contributing to on-time completion among successful students
- Learn about the equity gaps among successful students
- Learn and apply one equity tool:
the *Reciprocal Learning Partnerships* framework

- **3:35 to 3:55:** Identity Wheel activity
- **3:55 to 4:20:** Data, Data, Data
- **4:20 to 4:45:** RLP Activity
- **4:45 to 4:55:** Share out

Mesa2030 Goals



Group Activity #1

- **3-5 minutes:** Individual reflection on 1 or 2 questions
- **10 minutes:** Share with a partner

Q1. What identities and/or positionalities most strongly shape how you see and move through the world?

Q2. What identities do you think about least often, if not all?



The Improvement Journey



Carnegie Foundation
@CarnegieFdn

Follow

...

Embracing the mantra “possibly wrong and definitely incomplete” can be key to creating a culture of improvement:

“possibly wrong, definitely incomplete”

About the Data

- Graduate Survey has been conducted annually over the past five years
- Target population: Students who petitioned to graduate each academic year (SU, FA, SP)
- 2,116 respondents out of 10,020 students invited to participate

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Grand Total
p=	2,134	2,081	2,140	2,240	1,425	10,020
n=	596	536	488	374	122	2,116



Guiding questions for data exploration:

What can we learn from the experiences of successful students?

- What can we scale?
- What can we improve?

Successful students: student respondents who graduated with a certificate, associate's degree, or bachelor's degree.

n= 2,116

Defining...



Among All Successful Students...



Seek **bachelor's degree** or higher

Campus: 54% bachelor + %20 undecided/unreported



Completed **ed plan** in/before their 1st semester at Mesa



Highest award earned: **Associate's Degree**



Kept **original major**



6%

Highest award earned: **Certificate**



Added **fewer units** (0 to 9) to their journey after changing their major



57%

Mostly attended **full-time**

Campus: <40% at SDCCD | <25% at Mesa

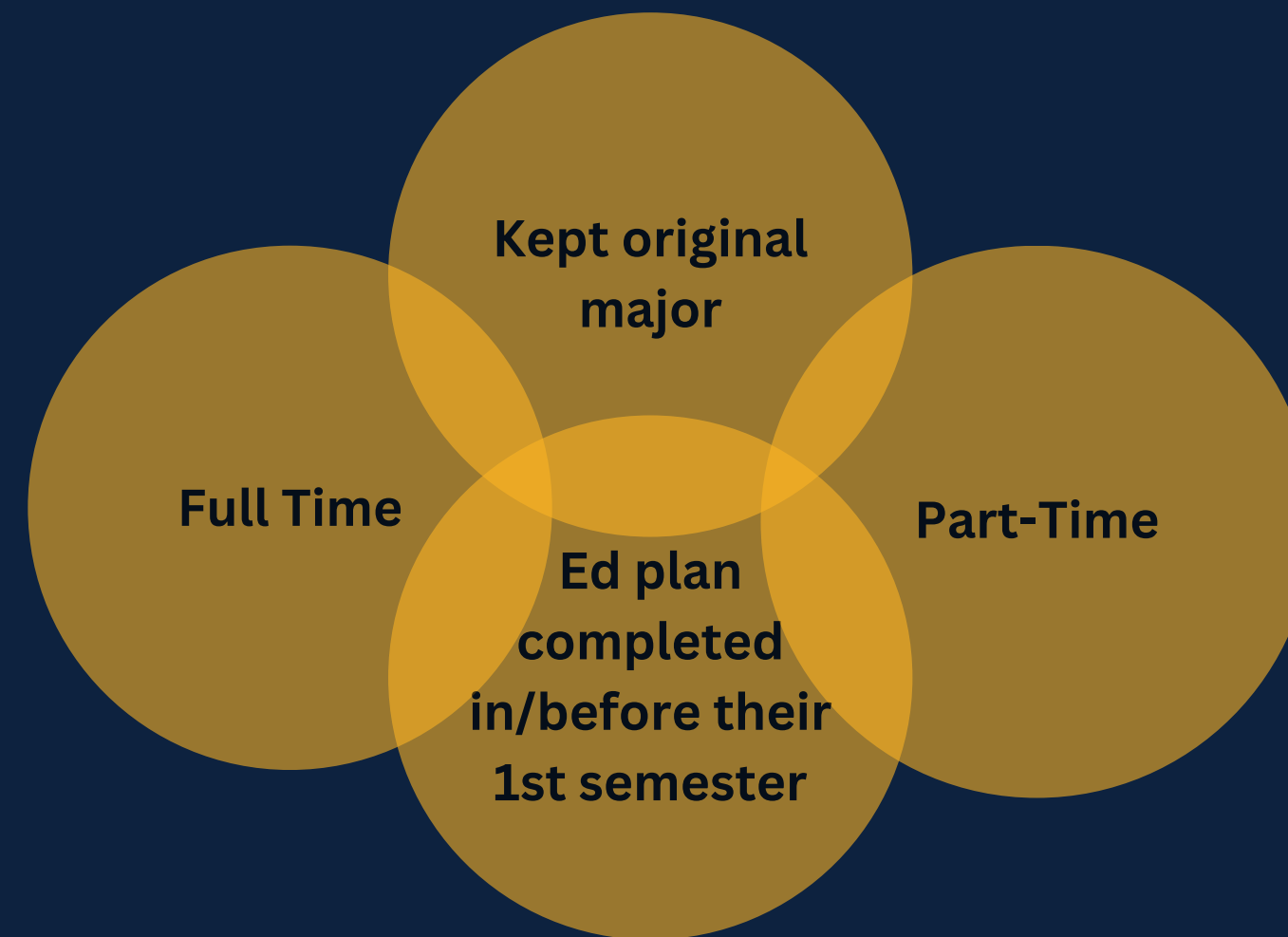


53%

Completed degree/certificate in the amount of **time expected** (or faster)

Next: Dissecting the Data

1 Focus on Specific Subgroups:



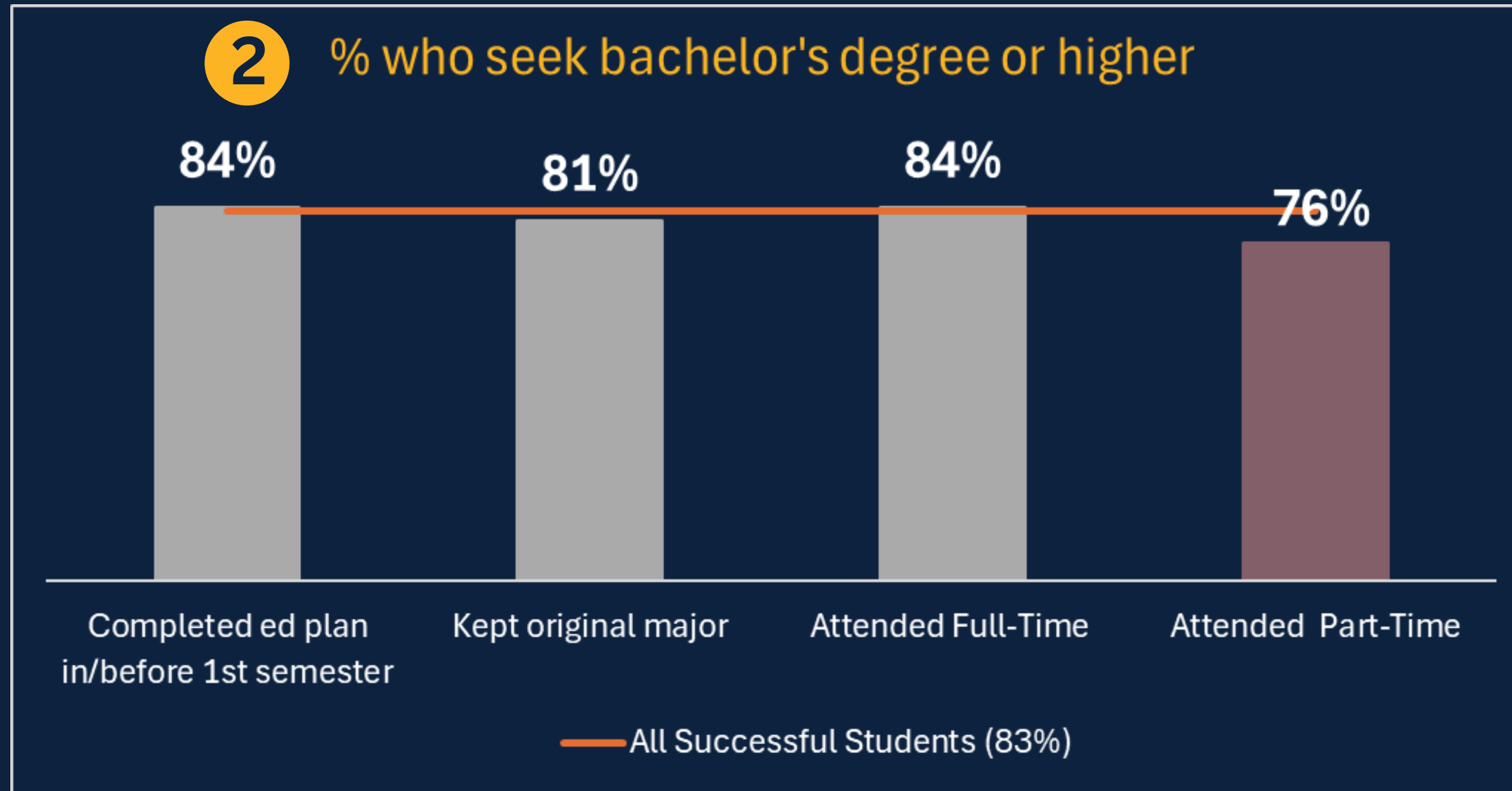
2 Same metrics above



What factors may contribute to students' ability to complete their degrees in the amount of time they expected to?

Bachelor's Degree or Higher

1
among successful
students who -->

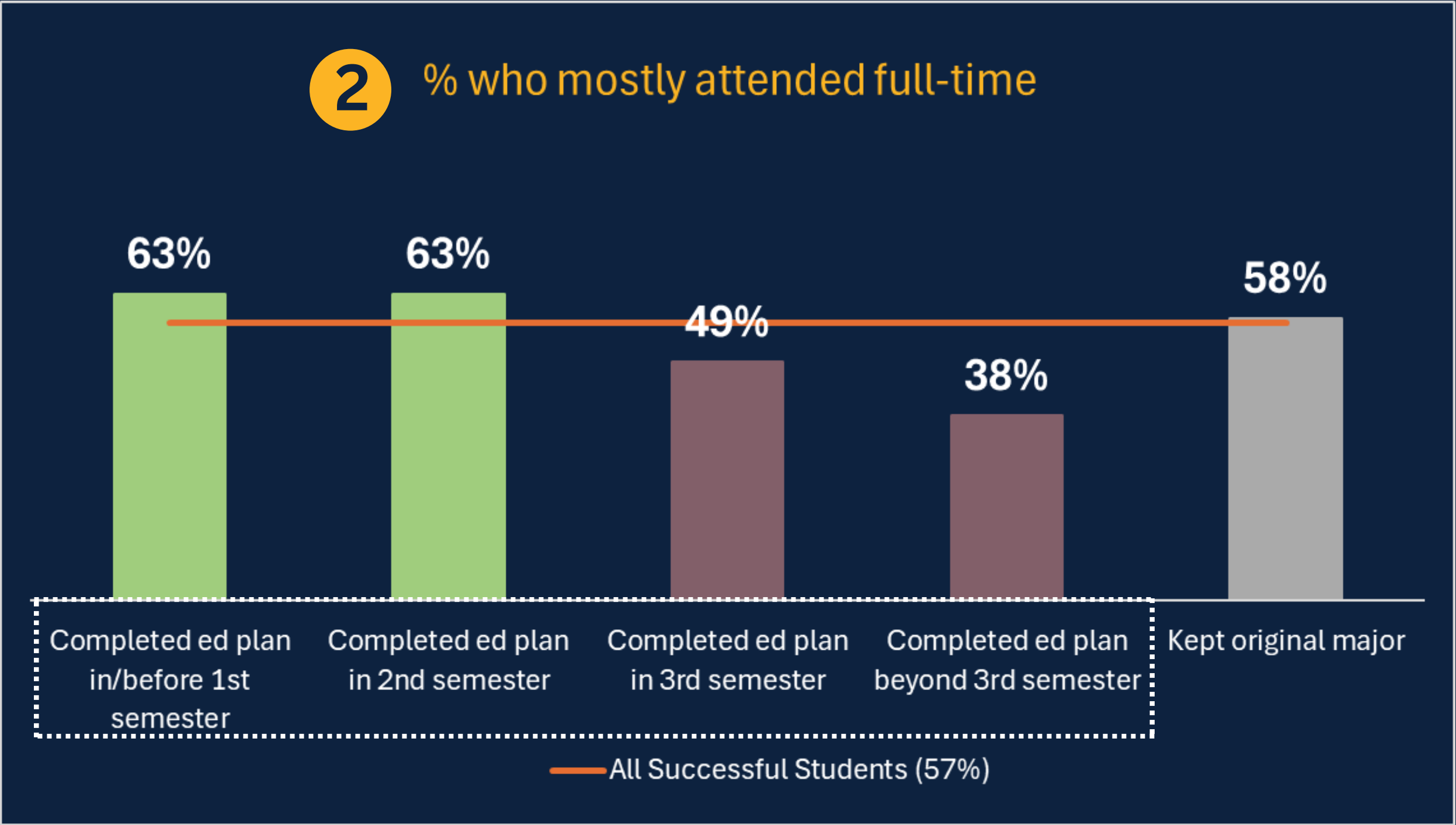


3+ percentage points higher than overall

3+ percentage points lower than overall

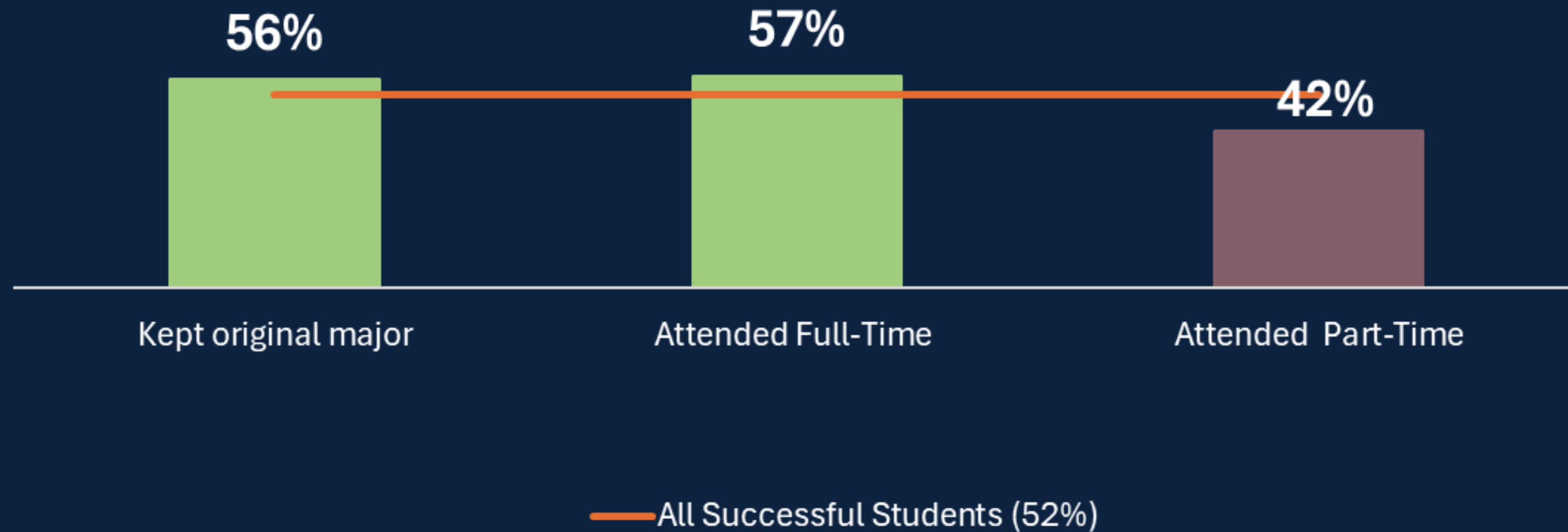
Full-Time Attendance

1
among successful
students who -->



Completed Ed Plan

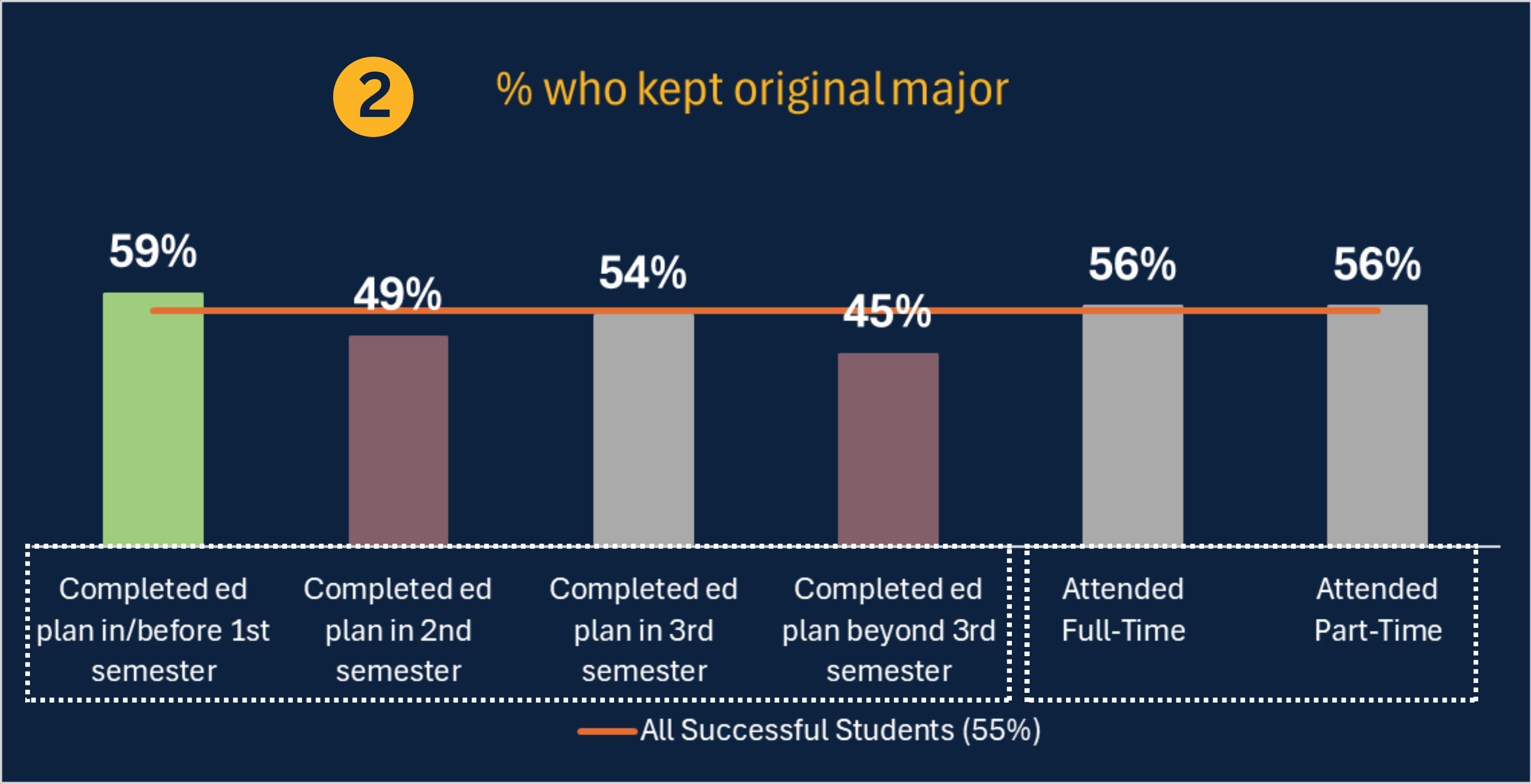
2 % who completed ed plan in/before their 1st semester at Mesa



1
among successful
students who -->

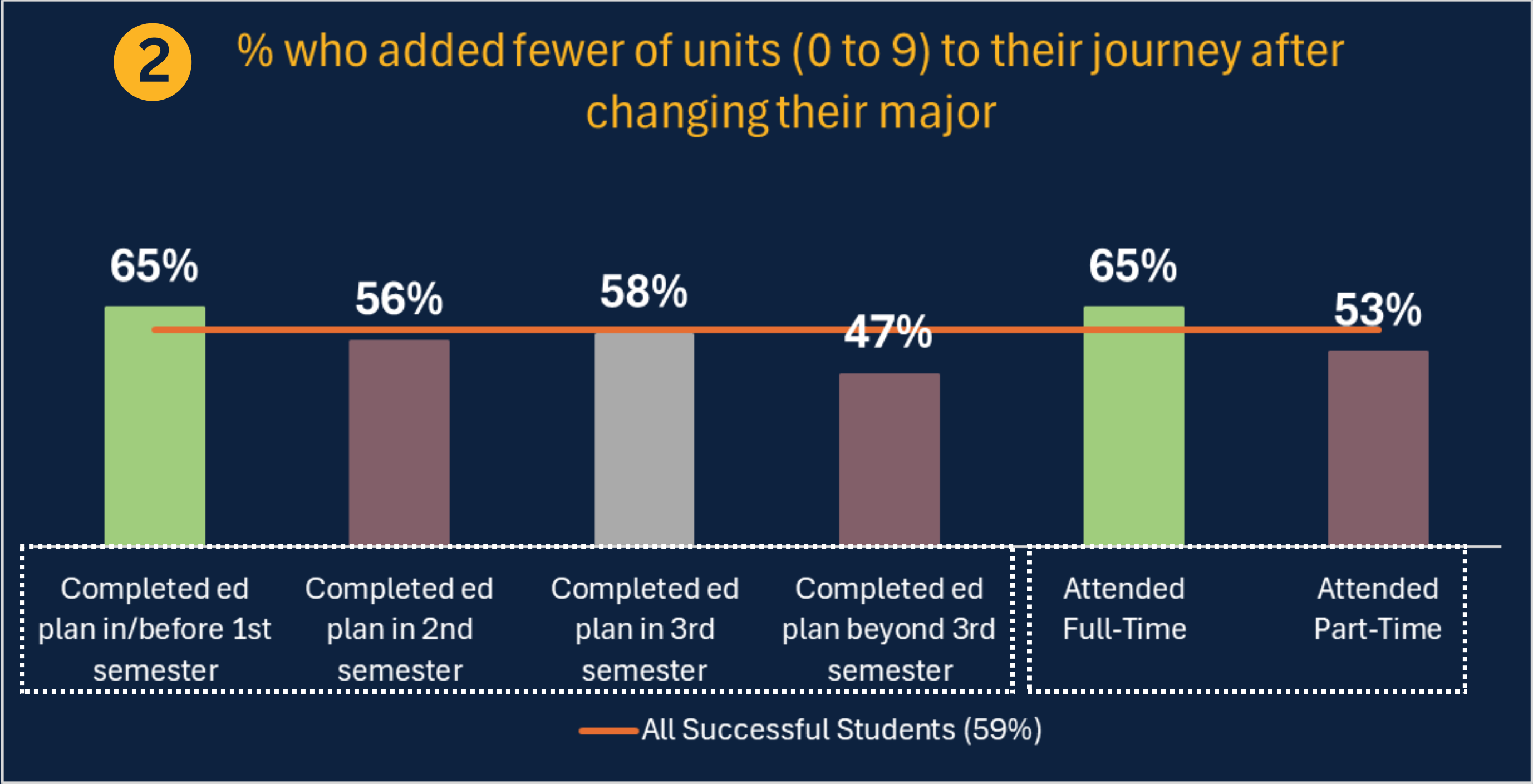
Unchanged Major

1
among successful
students who -->



Fewer Units Added to Journey

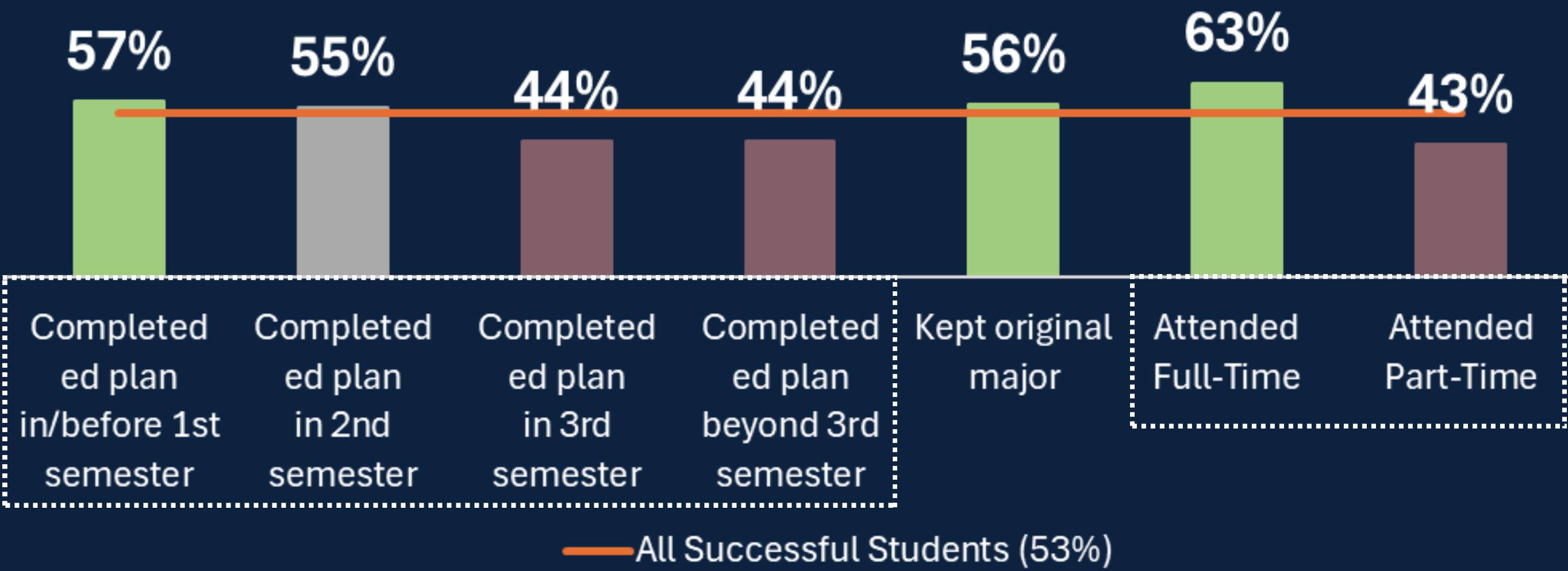
1
among successful
students who -->



Timely Completion

1
among successful
students who -->

2 % who completed their degree/certificate in the
amount of time expected (or faster)



Key Take Aways

Students who **completed their ed plan in/before their 1st semester** were more likely to...

- attend full time.
- keep their original major.
- minimize the number of units added to their journey after changing majors.
- complete their degree/certificate in the amount of time expected.

Part-time students were less likely to...

- complete their ed plan in/before their first semester.
- minimize the number of units added to their journey after changing majors.
- complete their degree/certificate in the amount of time expected.

Characteristics associated with **completing degree/certificate on time**

- Completing ed plan in/before 1st semester.
- Keeping original major.
- Attending full-time.

Timely Completion

Selected Student Characteristics

1

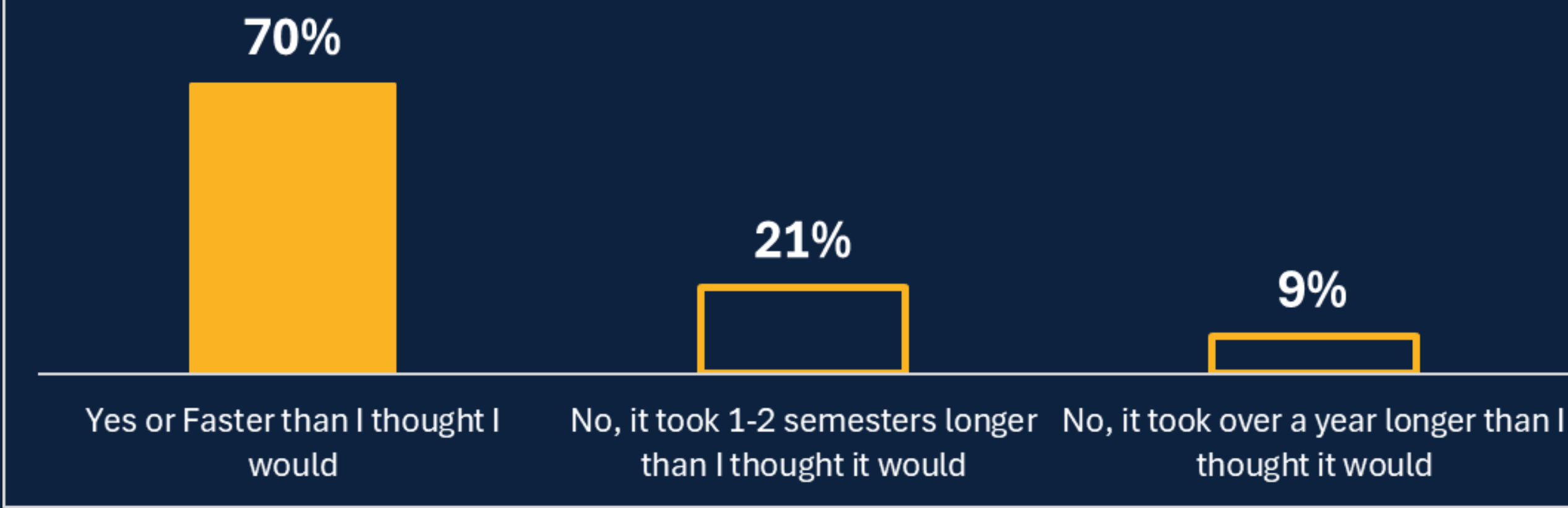
Among successful students who:

- attended full-time,
- kept original major, and
- completed ed plan in/before their first semester...

(n = 417)

2

Did you complete your degree/certificate in the amount of time you expected?



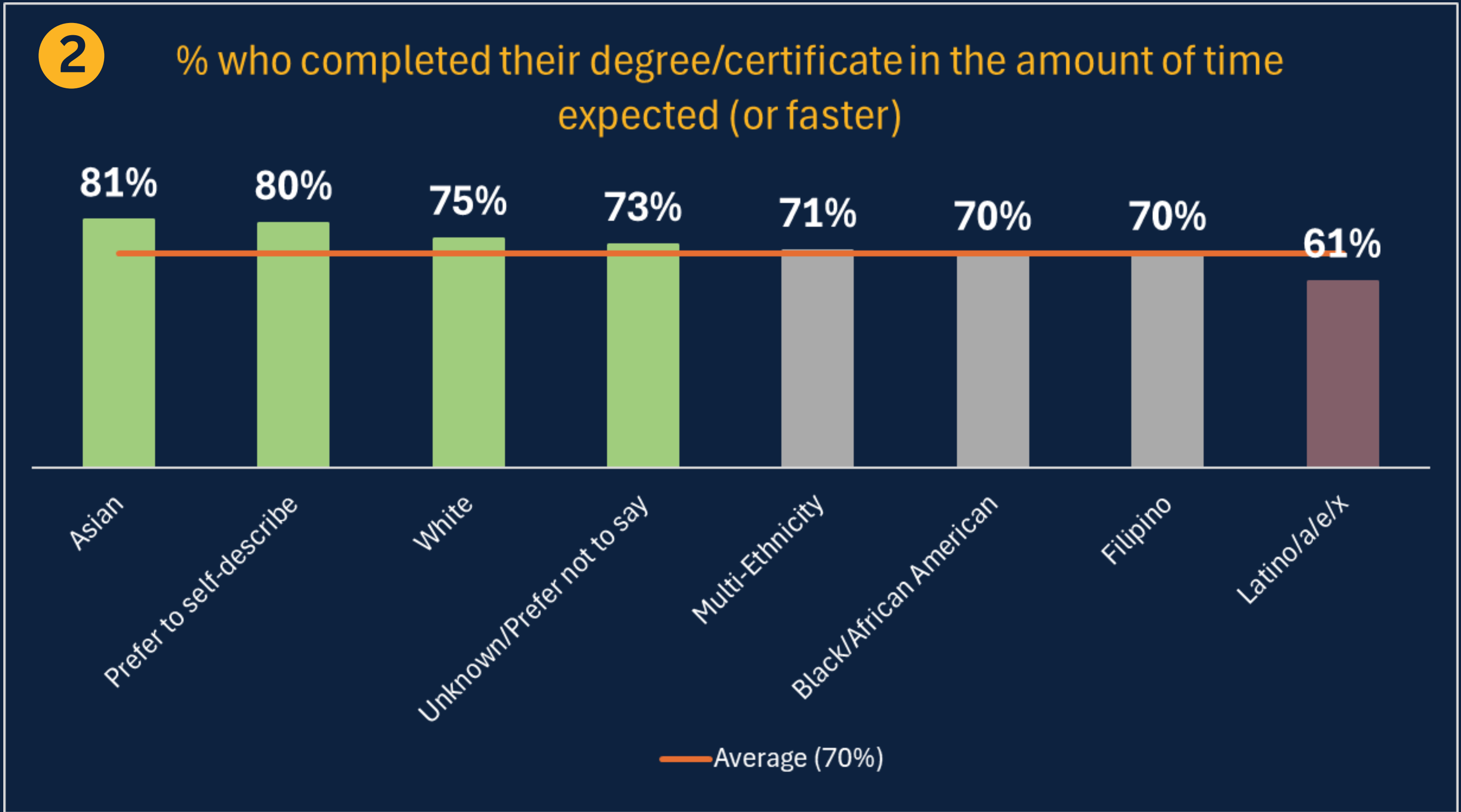
17 percentage points higher than all respondents

Yet, about 30% are still not completing on expected time

Timely Completion

Selected Student Characteristics by Ethnicity

- 1
- Among successful students who:
- attended full-time,
 - kept original major, and
 - completed ed plan in/before their first semester...



Group Activity #2: the RLP Framework

Reciprocal Learning Partnerships for Equity (Orange & Isken, 2021)

Principle 1. Name an Equity Issue(s)

- Identify inequities related to access and success across areas. RLP differentiates problems from underlying equity issues.

Principle 2. Engage in Reciprocity

- Fair exchange of knowledge to co-construct equity actions
- Depends on relational trust.
- To build relational trust, we examine how our identity and positionality interact, influence, and potentially bias our understanding

Principle 3. Co-construct 1 equity action

- Explicitly prioritize equity over equality, and identity over dominant norms of access and achievement
- Equity centers our dialogue
- Explicitly naming equity

Principle 4. Conduct a critical reflection

- Reflect on changes in practice with a focus on equity efficacy.
- Reflect on the process, dialogue, capacity to engage with honesty and positive intent, and willingness to acknowledge unexamined biases and assumptions

Group Activity #2: Applying the Framework

Step 1. Name an Equity Issue

Issue 1. Latine students are less likely to graduate in the amount of time expected, even when they attend full-time, keep their original major, and complete ed plan in/before their 1st semester.

Issue 2. Part-time students are less likely to graduate in the amount of time expected.

Other Equity Issue

Step 2. Engage in Reciprocity

- Fair exchange of knowledge to co-construct equity actions
- How do our identities and positionality influence bias in our understanding?
- Consider our unique roles, areas of work, and initiatives we are a part of

Step 3. Co-construct equity action(s)

- Explicitly prioritize equity, focus on both access and success
- Focus on changes within our control
- Bonus point: make a SMARTE goal

Step 4. Conduct a critical reflection ---- (after today) ----

- Reflect on changes in practice with a focus on equity efficacy

SMARTE GOAL

Specific

who, what, how (when, where, which, why)

Measurable

metrics to measure progress and determine success

Achievable

how, tools, skills, importance

Relevant

why, makes sense, alignment with the broader goal

Time-bound

realistic timing

Equitable

how does this goal help/support equity outcomes?

Group Activity #2: Applying the Framework

Some suggestions for workgroup

- There are some additional data in the handout
- Identify a facilitator for your group to ensure group progress and fair participation
- Take notes - put them in the right box
- Focus on what is within our control
- It does not have to be perfect
- Suggested time:
 - Step 1 (<5 mins)
 - Step 2 (~10 mins)
 - Step 3 (~10 mins)

Group Activity #2: Share Out

Share your action(s) here

- Go to **Slido.com**
- Enter: **3916941**

How was the process? How did it feel? Were there any challenges? Was it helpful somehow?

What was your output and/or outcome of this process?



WE ARE *Mesa*

The Leading College of Equity and Excellence

Thank You