

Part I-a: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM—LAUNCHING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete the attached spreadsheet for analysis of college enrollment by program area. Following completion of the college analysis of enrollment by program, the Institute team—and ideally, broader groups of people at the college—should consider as a group the following questions and provide responses in the second column. **Submit to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by November 10, 2017.**

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

Guiding Questions: Enrollment by <u>Program</u>	College Responses to Guiding Questions
<p>1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?</p>	<ul style="list-style-type: none"> - Students self-declare at application <ul style="list-style-type: none"> o Applications listed as ADT's, AA / AS, then Certificates - Students can change frequently – and we aren't sure why <ul style="list-style-type: none"> o The one completed the counselor is the “current” from the Enrollment Services perspective o At one time, students weren't able to change as frequently, but right now students are allowed to change frequently and at will - Students can select a degree at the end unrelated to the degree they selected as their interest - Music <ul style="list-style-type: none"> o Lots of choices—many more than are available at our transfer institutions o Why are there so many choices? - Many of RCC's graduates have multiple degrees and certificates (and a lot of units earned)
<p>2. How well do each of these program designations reflect students' goals—particularly for further education and employment?</p>	<ul style="list-style-type: none"> - Students choose AA / AS / ADT's for a variety of reasons <ul style="list-style-type: none"> o ADT's are at the top o Once students receive a certificate, their financial aid stops



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	<ul style="list-style-type: none"> ▪ For stackable certificates, they have to choose the AA / AS to be able to continue receiving aid (150% of time) ▪ Advised to choose their long-term goal versus their immediate goal ▪ One-time appeal at RCC ▪ Very few students only want to complete a single certificate – so can we explore an opportunity to refine how students select degrees / certificates? ▪ RCC’s certificate award numbers are declining – but it is possible (and even likely) that students still want to earn those certificates but are choosing the AA / AS / ADT to avoid the appeal concern <ul style="list-style-type: none"> ○ Returning students have to re-apply <ul style="list-style-type: none"> - Flip side is that our achievement rate for AA / AS / ADT’s appears to be lower than it actually is because some students probably only want to achieve a certificate but initially select that they want to achieve a degree. - RCC needs to provide students enough information to make better decisions about which program of study and award level is best for their academic goals (and for most students, this really translates to their job and career goals) <ul style="list-style-type: none"> ○ EduNav can potentially help with this – providing students curricular maps to achieve their job, career, and academic goals. ○ To help students (and EduNav) RCC needs to be clearer about these maps as well. ○ EduNav is a District entity – not college-specific, which will affect students’ options - Program [templating] mapping <ul style="list-style-type: none"> ○ Sierra College example ○ Mapping isn’t necessarily difficult ○ The problem comes when students change



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	<ul style="list-style-type: none"> ○ How can we CLARIFY THE PATH initially to help students initially choose the best path - Music worked with Counseling to create an SEP <ul style="list-style-type: none"> ○ Provided major information as well as “recommended” courses ○ Business has it as well ○ Students love it - Tighten the connection between a degree and a career <ul style="list-style-type: none"> ○ CTE does a good job ○ DQP will help provide linkage to skills, abilities, interests ○ Transfer and Career Center can provide opportunities, training, and feedback to students to help guide them in their choices
<p>3. What is our current process for monitoring student progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?</p>	<ul style="list-style-type: none"> - No systemic approach – relies on the student to come back (unless they are on probation) <ul style="list-style-type: none"> ○ Students can self-monitor via degree audit - Enrollment Services periodically runs progress reports and contacts students via email for those students who have successfully completed 45 units (including transferred-in units) <ul style="list-style-type: none"> ○ “It is time for you to see a counselor for a graduation check...” ○ Process should be continued ○ Can’t identify if those units apply to a specific degree or certificate - Caseload model will provide a systemic approach for follow-up <ul style="list-style-type: none"> ○ Counselors will “own” students ○ Coordinated w/ Educational Advisors ○ Also need better electronic capability - Another part of the question is whether or not students are choosing the major / program of student that is linked to their academic and / or career goals and are choosing the appropriate courses for these goals



Guiding Questions: Enrollment by <u>Program</u>	College Responses to Guiding Questions
4. Do students have easy access to information on exactly what progress they've made and what they have to do to complete their program? Can students currently do degree audits? What other information is available to help students track their progress? How accessible and user friendly are they?	See #3
5. What is our current process for keeping track when students change programs? How well do we keep track of changes in students' program choices?	See #3
6. Which department is responsible for monitoring the progress of students in each program listed in the report?	<ul style="list-style-type: none"> - Can each academic department run their own reports? <ul style="list-style-type: none"> o No o But...it is an easy fix. Information Services can create a Colleague report at any time o Important to transfer ownership to the departments so that they can better monitor and track their own students o Not "are students college-ready?" but "is the college-student ready?" - AOE's create confusion for "ownership" <ul style="list-style-type: none"> o Is their duplication? o Refine the mapping – map the pathways, clusters, etc and that may help refine the AOE's o For AOE's, groups of faculty across the AOE's have to work together to help guide the students <ul style="list-style-type: none"> ▪ Cluster organization might be where it is operationalized o AOE's are important, but RCC should be intentional in how the plan for the students who want to be awarded an AOE



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	<ul style="list-style-type: none"> ▪ The state has a few broader areas – and we might want to look at those as options (Social Justice is an example) ▪ RCC’s Pathway to Law might be another example
<p>7. Are there students whose progress in a program is not tracked by any academic unit—for example, students taking developmental education courses, dual enrollment students, pre-nursing students, non-credit students?</p>	<p>Dual enrollment students are flagged and limited on enrollment but not truly tracked; these students are not necessarily on a program.</p> <p>Do we know exactly who our pre-nursing students are? There were approx.. 1500 applications to the nursing program last year; 160 were enrolled. Data indicate 3000 pre-nursing students. Nursing Educational Advisor follows up, but a dedicated counselor for Nursing is needed.</p>



Guiding Questions: Graduates by <u>Program</u>	College Responses to Guiding Questions
<p>1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether or not these programs are aligned with local employment needs?</p>	<p>Examples: 182 enrolled in ADT Math; 8 graduated in 2016</p> <p>446 had TOPS code related to Automotive; 44 certificates and degrees awarded; 12 were degrees; Do students really want an AA or do they choose this option for other reasons, such as financial aid?</p> <p>275 enrolled in ADT Sociology; 37 graduated in 2016</p> <p>Need data for % awarded vs % enrolled for all programs</p> <p>Advisory group input and labor market data help to ensure credentials college awards are aligned with regional job demand.</p>
<p>2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institution (or by your college where applicable)? How do you know how well aligned your programs are with transfer requirements in specific major fields?</p>	<p>How do Area of Emphasis degrees get students to a program at a 4-year university? What is the purpose of an AOE? AOE's are like clusters; they're a starting point.</p> <p>Discussion about AOE's. What is the purpose of AOE's? We have 22 ADT's. Not all disciplines have ADT's so if a student wants to pursue a CSU or UC major that doesn't have an RCC ADT, what do they do?</p> <p>Initially "sort" students by competence and interest (cluster). AOE's are broad and might allow for a significant amount of exploration which can lead to students completing a large number of units before transferring.</p> <p>If a student can't or doesn't want an ADT, what type of award(s) can we create / enhance to provide students a milestone "success point?" The state has a few "AOE's" which we might review as examples.</p> <p>Chemistry is an example where UC and CSU requirements are different (organic chemistry) so ADT for UC-bound chemistry students isn't necessarily relevant.</p>



Guiding Questions: Graduates by <u>Program</u>	College Responses to Guiding Questions
<p>3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?</p>	<p>Programs such as cosmetology, culinary, and nursing have state licensing requirements. RCC will start to monitor these data more with Strong Workforce requirements. Nursing has these data.</p> <p>At the state level, there is discussion about obtaining employment data in partnership with the Labor board.</p> <p>National Student Clearinghouse tracks enrollment and subsequent degrees awarded.</p>
<p>4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?</p>	<p>Yes, for example, Nursing students are taking far more than 72 units required for the degree. Median of 118.5 units with a standard deviation of 42.3 units.</p> <p>In general, students are completing with a median of 88.5 units with a standard deviation of 25.8 units.</p>



Part I-b: WEBSITE EXPLORATION EXERCISE

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Instructions: Complete the following exercise and **submit your responses to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by November 10, 2017.**

Imagine you are a student about to register for classes at a community college.

You want to study marketing and transfer to the local four-year university. Go to the community college’s website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter the marketing program at the four-year institution. Then, go to the four-year university’s website and try to confirm that you are taking the right classes.

Think about the following questions as you explore:

As the student: What marketing programs are available at the university? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

As the student: What are the requirements for admission to the university’s marketing programs? What classes will you need to take at the community college if you want to transfer into a marketing program at the university? How easy or difficult was it to find this information? How many clicks did it take?

As the student: Who would you need to go at the college to get information on transfer in marketing? Where would you go on campus to find that person? How easy or difficult was it to find this information on your website?

Guiding Questions	College Responses to Guiding Questions
How easy was it to find out the information you needed? What were the gaps in necessary information that wasn’t readily available?	<p style="background-color: yellow;">FROM THE CSUSB WEBSITE:</p> <p>1) For Determination #1 - Easy To Find / Information Gaps: Initially direct given the Marketing Minor page from CSUSB’s Degrees & Programs A-Z listing, with course requirements plus links to BA Business Administration requirements per the College of Business & Public Administration, with its Department of Marketing named BUT NOT much information from the Marketing department’s own webpage. No information from any of the above websites/pages or from the CSUSB’s Career Center website about career options and respective salaries, etc.</p> <p>2) For Determination #2 - Easy To Find / Information Gaps: Admission to Marketing Minor and BA Business Administration indicated on the respective</p>



Guiding Questions	College Responses to Guiding Questions
	<p>webpages BUT NO specific information, for example, for students planning to transfer from a California community college and what marketing courses to take there. Neither is this kind of information available from CSUSB's homepage / Admissions / Transfer scroll down to Associate Degree for Transfer and the website: Degree with Guarantee @ http://adegreewithaguarantee.com/Degrees.aspx – with general information but including indication of RCC's Business AS-T accepted by CSUSB. For first-time college students overall, this information is difficult to find and what is found, difficult to read through with comprehension.</p> <p>FROM THE RCC WEBSITE:</p> <p>1) <u>For Determination #1 - Easy To Find / Information Gaps:</u> Searching the RCC website on marketing results in long list of links, with the first one MARKETING from the Business Administration / Information Systems Technology department, but then this is available directly from the RCC website, the link along the top of the page ACADEMIC DEPARTMENTS, that when clicking on this results in a two-column page, the left column of which is ACADEMIC PROGRAMS, then scrolling down to and clicking on MARKETING). This promising MARKETING page about the Business Administration / Information Technology Systems department's <u>certificate and AA degree in marketing</u> includes the units needed for both, the <u>business administration core</u> and <u>AA business/marketing concentration</u> courses, program length, costs, and for an AA/Business Administration the work/experience option (MKT-200) detailed a bit. HOWEVER, NOTHING SPECIFIC about any RCC courses to take to transfer, for example, to CSUSB.</p> <p>Also from this long list of links – the June 2017 <u>Business Administration Marketing Concentration Gainful Employment Disclosure</u> document with what could be some helpful information about career and salary expectations plus other data about RCC's business/marketing concentration but much of it with “no data” to report.</p> <p>2) <u>For Determination #2 - Easy To Find / Information Gaps:</u> As noted the RCC websites/pages – those related to the Business Administration / Information</p>



Guiding Questions	College Responses to Guiding Questions
	<p>Technology Systems department or to Counseling or in various section of the College Catalog 2017/2018 posted as a PDF to the RCC website offer information about what specific marketing classes to take at RCC to transfer to CSUSB – however, there is information about the Business AD-S and a link to information about ADTs in general from a California Community College website that’s given – but then this is dead, with the saving grace that there are two sites referred to from the message resulting from clicking on the dead site listed in the College Catalog, one of which, when clicking on it lists links, one of which is the Degree with Guarantee site listed in (2) under FROM THE CSUSB WEBSITE above. For first-time college students overall, this information difficult to find and what is found, difficult to read through with comprehension – even though the initial MARKETING page from the Business Administration / Information Technology Systems department is promising and with some of what we’re asked to try to find per (1), (2), and (3) above added, it could be much improved.</p> <p>For Determination #3 - Easy To Find / Information Gaps: On the MARKETING page noted in this section under (1) above there’s a right-column CONTACT US section with the Business Administration / Information Technology Systems department listed, both its address and phone number; HOWEVER, NO specific contact person is named.</p>
<p>If the information was available on the website(s), how would a student know where to find it? Would you expect a first-time-in-college student to be able to locate it?</p>	<p>CSUSB WEBSITE:</p> <ul style="list-style-type: none"> • Finding Information: As a first-time college student and simply Googling CSUSB, the first website listed has, without even clicking further, the link DEGREES & PROGRAMS A-Z – but when clicking on that the student would have to be patient to scroll on down through this long list, and the possibly be confused when coming to the listings for BUSINESS ADMINISTRATION and not seeing among the five listed there, including one for Business Administration Mapping / Minor (then way not one for Business Administration Marketing / Minor or any of the other CSUSB Business Admin minors?), this first-time student may not continue scrolling on down to MARKETING MINOR, that only when clicking on this to go its own page, you see that it’s part of the College of Business and Public Administration.



Guiding Questions	College Responses to Guiding Questions
	<ul style="list-style-type: none"> <p><u>Expectation That Student Could Locate:</u> Expectation that a first-time college student would spot MARKETING MINOR in this DEGREES & PROGRAMS A-Z list – some possibility for that, but then what to do from there, how to interpret the information that results immediately (looking at CSUSB’s Marketing Minor webpage) and any persistence by this first-time student to keep working with the CSUSB website overall, following through by clicking on various links given, etc. – and then even scrolling through, let alone comprehending, all the information that this student is confronted with, trying to sort it all out, etc. – well, the expectation for that, I would think, would be low.</p> <p>RCC WEBSITE:</p> <ul style="list-style-type: none"> <p><u>Finding Information:</u> A first-time college student might think to use the search text box in the upper right corner of the RCC website to search on MARKETING – that is, if they even saw this text box, especially given that the RCC website homepage/landing page is DIZZINGLY confusing ... just way too, too many links! How desperately and such a long time this landing page needs much help, major redesigning, overhaul, etc. And that this student would think to click on the top of page ACADEMIC PROGRAMS link, then to know what to do from there – or to note in the right-column STUDENT GATEWAYS links (a) ADMISSIONS & RECORDS (and then from there the top right-column link: FIRST-TIME COLLEGE STUDENTS, that initially looks possibly promising – but when clicking on this then no link to a listing like CSUSB’s overall DEGREES & PROGRAMS A-Z link, or even back to RCC’s ACADEMIC DEPARTMENTS link, which to a first-time student most like means nothing and is intimidating) or (b) COUNSELING and some of the right-column links from there that could possibly be tangentially helpful (but how would the uninitiated know just what some of these mean and so persist to click on the to try finding out only to be more confused.</p> <p><u>Expectation That Student Could Locate:</u> No, the expectation that this first-time college student could/would make her/his ways through all this maze and miasma! – indeed, very, very, very low!</p>



Guiding Questions	College Responses to Guiding Questions
<p>Discuss insights the team has gained from this exploration; name 3–5 as a team.</p>	<p>FOR THE RCC WEBSITE – THESE INSIGHTS / SUGGESTIONS:</p> <ol style="list-style-type: none"> 1) As indicated, the RCC website needs a major revision/overhaul to make it far less cluttered, to say the very, very least. An example, might in fact be the CSUSB website, that when Googling <u>CSUSB</u> and then clicking on this, something quite clean, simple, and graphically pleasing, interesting, and dynamic appears – with a few basic links along the top that when scrolling over these, respective drop-down menus appear that are also simple and clean- lined even though each then with three or four columns of related links to click on for respective kinds of information. 2) As indicated as well – for the RCC website, as with CSUSB’s DEGREES & PROGRAM A-Z link that’s immediately there to click on from the very first site listed and without clicking on this any further, when Googling CSUSB – then something immediate like this for RCC’s ACADEMIC PROGRAMS, but this renamed to something perhaps like LEARN ABOUT or LEARN ABOUT or STUDY THIS or INTERESTED IN ... anyway some right-away, immediate link to the list that now results with clicking on ACADEMIC PROGRAMS. <p>Then when clicking on any of these programs – a page like RCC’s MARKETING page but that includes more than what is there now and so would probably have to have various links from this. But these “per fields of study” or AOE or ADT (AA-Ts and AS-Ts) pages per respective departments would definitely include the THREE KINDS OF INFORMATION as listed above this table that we were seeking to determine from the current CSUSB and especially RCC website / web pages! And these respective information pages for each field of study at RCC, plus the pages linked to from these main overview information pages, based on a common template, so that when looking at any one of these, no matter what the field/program of study is, the look is the same for the student – that is, they’ll know what expect, what to look for, focus on for some specific information they need for that field/program of study.</p>



Guiding Questions	College Responses to Guiding Questions
	<p>FOR UCR TRANSFER</p> <p>A first time RCC student who wants to transfer to study marketing at UCR may have difficulty navigating the RCC website for information on what she needs to look for without guidance. For example, at RCC Marketing is a concentration of a Business Administration degree, at UCR Marketing is a concentration of a Business degree. There are a number of potential dead ends when navigating. It might be helpful if the links to the College Catalogue and Assist.org are prominently placed at the top of the page. Also, related links on the website might be regrouped so that search time can be minimized. Without persistence a future student might become frustrated and quit. The information is on the website if one knows where to look, but you have to have a notion about what to look for in your search.</p> <p>After discussion, the Guided Pathways Core Group learned from Counselors that the information for Marketing on the RCC website has curricular patterns that are specific to RCC's degree in Business Administration with a concentration in Marketing. That is not to be confused with a Business Administration ADT. The classes listed for RCC's local degree are not all required for transfer.</p>

