Part I-a: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM—LAUNCHING THE WORK
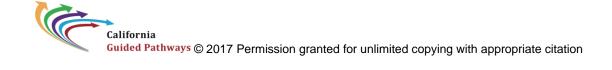
ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

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
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)?	We currently use declared majors as indicated on application for admission and through a documented comprehensive education plan completed in collaboration with a counselor. Education planning clinics and appointments are intended to clarify majors for students and to track when a student's major changes. Currently, our education plans are documented in PDF, scanned, and saved on WebXtender as images. The data available on majors in the student information system is as current and accurate as the student's major on file. However, outside of CTE programs, student majors/programs of study tracking is more challenging and uneven.
2. How well do each of these program designations reflect students' goals—particularly for further education and employment?	Many of our programs, particularly in STEM areas, are aligned for transfer. In addition, all Associate Degree for Transfer programs are aligned with California State University (CSU) requirements and allow students to transfer to a CSU campus in their program of study. Finally, our Career Education (formerly CTE) programs are generally well aligned with career opportunities.
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?	We currently have no automated system for progress tracking. We do have a degree audit system (DARS), but it is not a system that students or faculty can access for themselves. We have a few grant-funded and categorical, cohort-based programs that do intrusive case management and progress tracking/monitoring progress toward completing their program requirements.

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?	Students can view what counselors have on file, and the Counseling department proactively reaches out to students to ask them to review their information on file. However, it is up to students to agree to allow the Counseling department to check the currency of their information. There is not much information available for students to track their progress. It is largely up to the students to visit with counselors to review their information, as the information is not readily available to them as a student.
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?	We currently have no college wide process for tracking students when they change programs. The only process we currently have is for students who come in to see a counselor, and that is a relatively small portion of our students. Our grant funded cohort programs are piloting more proactive, intrusive processes to stay abreast of student program changes.
6. Which department is responsible for monitoring the progress of students in each program listed in the report?	The Counseling department, as part of its SSSP mandates, is responsible for monitoring student progress, but we currently can only provide that support for students who elect to come in and see a counselor.
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?	Aside from our grant funded cohort programs, the only student tracking that we currently provide is in general counseling, and that is only provided to students who elect to come in and see a counselor.

Guiding Questions: Graduates by <u>Program</u>	College Responses to Guiding Questions
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?	Our Career Education programs are generally aligned with job demands and reflect the programs that students enrolled in. We regularly look at labor market data and job placement data, supported through the Strong Workforce initiative, to ensure that our Career Education programs are aligned with local employment needs. Outside of Career Education our degrees do not reflect the programs that students enrolled in. Our most-awarded degrees are University Studies degrees in general areas such as Social and Behavioral Sciences rather than degrees in specific majors. Exceptions to this trend are increasing numbers of AD-Ts awarded in recent years. Aside from our STEM programs, most academic disciplines and programs are not specifically aligned with employment needs.
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?	Cuyamaca College has developed AD-Ts in all of the academic disciplines that are currently available given the programs in out catalog. In addition, the college does a good job maintaining articulation agreements with CSU and UC. In general, the faculty track program developments at our local four-year institutions and adjust their programs to stay viable.
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?	Career Education programs monitor employment outcomes through the Employment Outcomes Survey (CTEOS). Non-career education programs do not monitor employment outcomes. WE need a better system to monitor the educational outcomes of our students who transfer.
4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?	The number of graduates by program varies significantly, as does the median number of units earned by graduates. Excess credits, in general, appear to be a more significant issue in several STEM programs, language programs, Music, and in a few other transfer degree programs. Specifically, these programs include: • Biology • Mathematics • Physics • Mechanical and Aerospace Engineering

Guiding Questions: Graduates by **Program**	College Responses to Guiding Questions
	• Exercise Science • Business Office Technology • Arabic Studies • English • Music • General Studies – Communication and Language Arts

Part I-b: WEBSITE EXPLORATION EXERCISE

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

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.
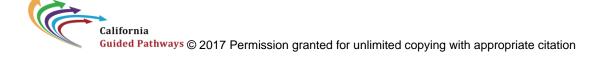
Think about the following questions as you explore:
As the student: What marketing programs are available at the university? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on 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?	The College does not have a marketing program, so one could not find marketing-related courses on the College's website. A prospective student could visit the San Diego State University (SDSU) website and find the requirements for their marking program, including transfer requirements and lists of courses that could transfer in. It was not possible to clearly crosswalk the requirements between SDSU and our college. The course equivalents were not easy to find and easily translatable between the two colleges. After visiting ASSIST.ORG, we realized that we do have articulation with SDSU's marketing program; however, students would never be able to find that out without visiting with a counselor.
If the information was available on the website(s), how would a student know where to	Students would not know that this information is available or where they could find it. A first-time college student would probably conclude that we do not offer the classes they need to start their education with us and then transfer.

Guiding Questions	College Responses to Guiding Questions
find it? Would you expect a first-time-in-college student to be able to locate it?	
Discuss insights the team has gained from this exploration; name 3–5 as a team.	1. Our website is not student friendly. 2. We use jargon that makes sense to us, but probably does not mean anything to students. 3. Instead of listing academic disciplines and programs and not linking them to careers, we should flip our catalog and website around so that we start with career options and then link them to our programs of study.