

Non-Returning Students Survey

Action Areas

This document provides a list of suggested action areas based on the results of MJC's 2023 [Non-Returning Students Survey](#). If you have any questions regarding the survey results or would like to tell us how you are implementing any of the potential solutions below, feel free to send us an email at mjcinstitutionaleffectiveness@yosemite.edu.

For Promising Practices related to Basic Needs, please visit our [Basic Needs Action Sheet!](#)

Action Area #1: Increase School-Centric Holistic Support

Problem: While some students may have positive experiences in the areas of registration/advising, course/instruction, and basic needs assistance, this experience seems largely dependent on connecting with their academic program/major.

Promising Practices

- Organize in-person orientations (with multiple time tracks) by School to introduce students to the programs most relevant to them, to introduce success teams within the School so students can make early contact with people in their field of interest, and to meet with their School's program specialists/counselors to develop their comprehensive educational plans ([CCRC, 2014](#); [EAB, 2019](#); [CCRC, 2020](#); [CCRC, 2021](#))
- Develop "personalized resource nudges" through the refinement of the First-Time Student intake form and development of a referral matrix to proactively match students with college and school-based resources and clubs relevant to them ([EAB, 2019](#))
- Create "Co-Curricular Major Maps" to engage students with non-academic resources on campus, experiential/service learning opportunities, potential career fields, and courses needed for their program ([EAB, 2019](#); [Queens University, 2015](#))

Action Area #2: Take the Guesswork out of Program Patterns

Problem: 11% of students who did not return for Fall 2023 did so due to a lack of guidance on which courses to take and/or not being able to get into the classes they needed. Additionally, many students find it difficult to create consistent schedules around static employment.

Promising Practices

- Simplify program structures and clarify student decision-making by providing first-time students with a very specific sequence of courses - full program educational plan with courses and sections- to be taken with a peer cohort ([Van Noy, et al. 2012](#); [CCRC, 2014](#); [EAB, 2019](#); [CCRC 2020](#); [CCRC 2022](#))
- Schedule courses based on students' educational plans and create consistent schedule tracks (i.e. day/evening, days of week, modality, etc.), so students can balance school, work, and family and still complete their program ([CCRC, 2021](#))
- Verify existing School pathways by examining the degree of curricular overlap between certificates and degrees within each School and ensuring courses meet specific offering requirements (e.g. Is the course transferable? Offered in multiple modalities?) ([EAB, 2019](#); [RP Group, 2020](#))