

Vision Goals Research Findings

The table below includes highlights from three MJC inquiries during the spring 2019 semester:

- Student focus groups (18 students participated in one of three focus groups)
- Withdrawn student survey (534 students responded out of 3,706 students who received the survey: 14.4% response rate)
- Institute Day discussion and recommendations (300+ faculty, classified professionals, and administrators)

Topics	Student Focus Groups	Non-Returning Student Survey (preliminary findings)	Institute Day Recommendations
Applicants Why do fewer than half of MJC applicants make it to the first day of class?	<ul style="list-style-type: none"> • After application, students receive an email, but don't understand the next steps 	n/a	<ul style="list-style-type: none"> • ASMJC ambassador outreach • Welcome letter/ongoing communication • Outreach to families • Chat and text messaging
Retention Why do students leave?	<ul style="list-style-type: none"> • Students drop when then can't get into classes or they enroll in classes they don't need (<i>first semester students may have low priority registration</i>) • Students drop when they get a failing grade • Textbook and subscription costs are too expensive 	<ul style="list-style-type: none"> • 28% of students who left were in their first semester • 29% of students left after six semesters (<i>Students in this category may have transferred</i>) • 30% said they could not get the class they needed • 11% said they could not afford to continue • 35% transferred to a CC in our region • 65% transferred to a CC out of the area • 65% said an education plan helped them meet their goal • 65% said they were interested in returning to MJC in the future 	<ul style="list-style-type: none"> • More "How To" videos • More online, late-start, and evening/ weekend classes • Books are too expensive • Shorter term-lengths (5-8 weeks) • • More spring sections • Program sequences/packaged courses • Cohorts/learning communities • Incentivize returning students (parking, bookstore coupon, laptop loans) • Letter from president or visits from deans/VPs to classrooms (<i>"Congratulations on finishing the semester – we look forward to seeing you next semester."</i>) • Family/Community Day at MJC

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Completion	<ul style="list-style-type: none"> Students who have regular meetings with counselors and advisors carry a higher number of units and have specific timelines for their goals 	<ul style="list-style-type: none"> From the comments: hours when courses were available conflicted with work <p><i>“Although I believe it was officially Biology, I was mainly just taking random classes with the intention of learning different things and finding some direction in life”</i></p>	<ul style="list-style-type: none"> Incentives for full-time enrollment Communication from president graduation semester: <i>“Please apply if close to graduating. Not sure? See your counselor.”</i> Automatic conferral with “opt-out” Include graduation information in new-student orientation and community day Winter term Teach students how and when to use Degree Audit Professional development for faculty to understand the process for a degree Faculty could talk about the value of a degree
Transfer	<ul style="list-style-type: none"> Students give up when they can’t get into the classes they need 	<ul style="list-style-type: none"> 17% said they graduated or transferred More than half of students said mentoring and faculty/staff/family support helped them meet their goal 	<ul style="list-style-type: none"> CSUs/UCs provide incentives for students w/degrees when they transfer Information for families about the transfer process
Jobs in Field of Study/Living Wage			<ul style="list-style-type: none"> Students continue to use Career Services after graduation Alumni incentives for completing CTEOS survey Invite students to alumni gatherings Alumni program: “Sponsor a Student” (professional gift/mentoring)

Math & English in the first Year	16%
9+ Units in the field of study	10%
Retention	72%
Full-Time Enrollment	4% annually