

GUIDING QUESTION: Where Can we do a better job in helping students reach their end goals?

1. **Sixty-four** out of every 100 hundred students who completed an MJC application did not enroll in any courses. What are some of the possible reasons? How can we help interested potential students get to the first day of class?

Board of Trustees	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ No follow-up ▪ Everyone is encouraged to apply ▪ Website is complicated ▪ Students apply to multiple colleges ▪ Poor signage ▪ Cost of classes/Lack of Financial Aid knowledge ▪ No contact person/resource ▪ Scheduling issues: class availability/section offerings ▪ Under prepared ▪ Need night classes ▪ Concurrent enrollment form is a barrier ▪ Find out why students drop (review data) ▪ Review drop dates ▪ How effective are on-boarding courses (FTIC) ▪ Stigma/self-doubt/fear 	<ul style="list-style-type: none"> ▪ Education process/steps should be shared sooner ▪ Follow-up workshop <ul style="list-style-type: none"> Online Where they are at Weekly email/constant communication ▪ Better job of reaching out to community ▪ Better advertisement/marketing ▪ Enhance social media/text ▪ Cohort work of follow-through ▪ Chat function ▪ Consider re-branding ▪ Change culture in community ▪ Invest in outreach/access ▪ Change mindset ▪ More online classes ▪ On-site child care ▪ Encourage students to enroll in more classes ▪ Map timing of progress w/unit enrollment ▪ Form study groups ▪ Single district transcript ▪ Winter Term ▪ Highlight success stories of students ▪ Faculty should promote student resources ▪ Student Services should be more visible on campus ▪ Wrap-around services ▪ Encourage summer enrollment ▪ Need more faculty ▪ Help w/life skills/adaptability/ transition/stress ▪ Incentives for FT enrollment <ul style="list-style-type: none"> Free parking Congrats email Pirate shirt Free meal ▪ Better, more frequent communication ▪ Build rapport w/same counselor ▪ Work-based learning opportunities
Single Person's feedback	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Why is this a "school-wide" issue? This should be handled 	<ul style="list-style-type: none"> ▪ Sit down as a department, projector on, and buy something on Amazon to note their processes. Hire a software consultant to make our systems as easy to navigate

<p>at the department level, not by faculty or other staff.</p> <ul style="list-style-type: none"> ▪ Incorporate students in table discussions ▪ Students fill out applications during high school but do not end up attending MJC. 	<ul style="list-style-type: none"> ▪ Trying to “fix” students’ lack of preparedness when they show up here is far too late and ineffective. We should start college preparedness in Jr. High & H.S., planning for skills (math, English, etc.), finances, transportation, summer jobs, and career counseling, based on job openings & salaries. ▪ Connect students to specialist and educating high school counselors and teachers about core steps to apply and register ▪ Advertise free college; better info of fin aid
Classified Professionals	
<ul style="list-style-type: none"> ▪ MJC = Plan B ▪ Don’t know how to register ▪ EDS forms ▪ Too many accounts ▪ Outreach ends mid-March ▪ No follow-up 	<ul style="list-style-type: none"> ▪ Improving signage ▪ Create how-to video for registration ▪ Break up info into manageable pieces (break up New Student Day) ▪ Staff Bio/description in Starfish ▪ Reps from Schools present new student orientation to familiarize students w/programs/prospective careers ▪ Need outward facing materials for students to identify prospective programs/careers of interest
School of Business	
	<ul style="list-style-type: none"> ▪ Have students select at least one course they find interesting and want to take, even if it is just an elective so they can get their feet wet – get excited about going to class and have a positive experience.
School of Arts, Performance, & Humanities	
<ul style="list-style-type: none"> ▪ Lack of support from local high schools ▪ Got a job (x 2) ▪ Family demands ▪ Chose another school ▪ Housing ▪ Classes may be full (especially new students) ▪ Financial aid process can be complicated ▪ Student may not have tax info ▪ How do we compare to other colleges? 	<ul style="list-style-type: none"> ▪ Orientation ▪ BBQ Welcome ▪ Follow-up w/students who don’t enroll ▪ Text reminders (frequent 0Tests at high schools after MJC counseling/placement ▪ Student focus groups – “what motivated you to persist?”
School of Fitness & Health Professions	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Outward facing materials for students to identify prospective programs/careers of interest ▪ Reps from Schools present info at New Student Day ▪ Implement a call back system where students are contacted about not attending (we like the idea of personal contact)
School of Behavioral & Social Sciences	
<ul style="list-style-type: none"> ▪ Just graduated – H.S. back-up plan ▪ Delayed Fin Aid 	<ul style="list-style-type: none"> ▪ What’s Next? – Core Steps ▪ Follow-up MJC, H.S., Financial Aid ▪ Community Outreach – to change MJC perspectives

<ul style="list-style-type: none"> ▪ Told to apply (x 2) ▪ Complexity of application process ▪ Confusing website ▪ 2-8 month gap between application and enrollment 	<ul style="list-style-type: none"> ▪ Pathway hours at the H.S. w/Specialists & counselors ▪ Student videos (instructions) ▪ Faculty mentors for new students ▪ Publicize care for personal needs (food, washers, services) ▪ Welcome letter to new students ▪ Streamline website experience (x2) ▪ Increase contact with accepted students ▪ Treat personal email same as permanent address ▪ Faculty/discipline visits to high schools ▪ Community Day at High Schools ▪ Field Trips to MJC ▪ Adopting a High School/faculty visit HS ▪ MJC Mentor High School students ▪ Begin programs w/junior high students ▪ Start Early – (Pre K-12)
Onboarding & FTIC	
<ul style="list-style-type: none"> ▪ MJC is seen as a Plan “B” ▪ Students don’t know how to register ▪ Students think their ed plan is their schedule ▪ Too many student accounts ▪ Outreach ends mid-march ▪ No follow-up ▪ High school students are required to apply, even if they don’t intend to enroll ▪ Veteran students are not knowledgeable on how to use their benefits ▪ Many students assume someone will contact them with next steps ▪ Students who recently applied are given too many instructions right up front – overwhelming them and causing them to give up ▪ Transportation problems ▪ Parents sometimes apply for students – student is unaware ▪ Personal challenges ▪ Unprepared for college 	<ul style="list-style-type: none"> ▪ Better signage ▪ Create “How-to” video for registration ▪ Break up info into manageable pieces ▪ Add staff bio/description in Starfish ▪ Link FTIC counselor w/English courses to have a “themed FTIC” course (student cohort enrolls in FTIC & English) ▪ Offer follow-up to students who aren’t sure they want to enroll ▪ Offer welcome email and steps to success in smaller emails or texts ▪ Offer reminder texts in phases, based on steps: “Don’t Forget” ▪ Limit access to later steps until basic steps are completed (similar to financial aid appeal) ▪ Offer FTIC Bridge program in summer ▪ 2 semesters of FTIC to support students from fall to spring (2nd semester could be non-credit or lower units) ▪ Cohorts by major with FTIC course attached for cohort ▪ Funding for FTIC perks: field trips, welcome reception, end-of-semester celebration ▪ Enable an “unsubscribe” option for students who are no longer interested in enrolling ▪ Mandatory orientation ▪ Free bus fare ▪ Campus tours ▪ More options for late start classes ▪ More “How To” instructions

2. **Nine percent** of students complete 30 college-level units in an academic year. What are the institutional barriers that prevent students from completing more units each year?

Behavioral and Social Sciences	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Access to needed classes ▪ Financial aid that is not a loan ▪ Students aren't prepared for managing 15 units ▪ No sense of community ▪ Families not on board ▪ More access for families to MJC as a way to build long-term buy-in to college 	<ul style="list-style-type: none"> ▪ Shorter courses (5 weeks) – do a cohort of 3 compressed classes ▪ More Pell Grants ▪ Create cohorts of 15 unit students (or other unit numbers) – pair w/specific support services ▪ FTIC – linked to a school and set of courses ▪ Family orientations ▪ Have faculty go to high schools ▪
Industry & Trades & Public Safety	
<ul style="list-style-type: none"> ▪ Lack of available courses (2) ▪ Classes needed for completion impacted ▪ Not enough online courses ▪ Students in need of more support to enroll 	<ul style="list-style-type: none"> ▪ Better services for night and weekend students (offices are closed at 5:00) ▪ First 3 weeks of semester: bookstore open until 8 pm ▪ Explore organized cohorts and custom schedules ▪ Offer additional supportive services (tutoring, student instruction, counseling) ▪ Instructors refer students to specialists when barriers surface ▪ Offer to open more online courses/offer cohort courses at work place ▪ Provide resources to eliminate barriers ▪ Faculty implementing Starfish ▪ Have better/longer business hours (nights and weekends) ▪ Have bookstore open during evening
Onboarding & FTIC	
<ul style="list-style-type: none"> ▪ Not enough online courses ▪ Lack of course availability (x2) ▪ No on-site child care ▪ Lack of night classes ▪ More guidance from counselors (hands-on help) ▪ 	<ul style="list-style-type: none"> ▪ Encourage students to enroll in more units ▪ Map timing of progress w/unit enrollment ▪ Study groups ▪ Single transcript (MJC & CC) ▪ Encourage summer enrollment ▪ Help w/life skills/transition ▪ Incentives (parking) for FT students ▪ Build rapport w/same counselor ▪ Work-based learning opportunities ▪ Winter term ▪ Review data for students who drop ▪ Highlight student success stories ▪ Faculty need information about services ▪ Measure effectiveness of onboarding classes ▪ Career exploration (x2) ▪ Extended hours of operation ▪ Set course schedules

Completion & Exit Points	
<ul style="list-style-type: none"> ▪ Financial Aid (x2) ▪ Child care ▪ Work ▪ Class schedule – not enough sections ▪ Transportation ▪ Lack of community ▪ PCP Campus ▪ Schedule conflicts (room use, time conflicts) ▪ Not enough counselors ▪ Not enough core classes (i.e., math) ▪ Cost of books ▪ Students don't understand how to navigate college – what is expected of them 	<ul style="list-style-type: none"> ▪ Faculty training for equity groups ▪ Book loan program ▪ Advertise equity programs ▪ Create cohorts/learning communities ▪ More weekend/evening counseling ▪ Mandatory FTIC or guidance class ▪ Provide assistance w/scholarship applications ▪ Add'l assistance for financial aid (follow up) ▪ Campus wide collaborations ▪ More counselors ▪ More math counselors ▪ Mandated counseling ▪ More classified help w/financial aid ▪ Mini-sessions/short-term/late start classes ▪ Aptitude test/peer support ▪ Focus on established process to clean up and re-envision student success ▪ Each student should have a clear timeline to understand when they will finish ▪ Explain the value of completing a degree when they transfer ▪ We can't assume students know what to do next ▪ Teach time management
School of Art, Performance, & Humanities	
<ul style="list-style-type: none"> ▪ Limited course offerings ▪ Students don't have knowledge on what to take ▪ Students w/disabilities need more support ▪ Not enough evening courses ▪ Parking ▪ Not enough online courses ▪ No onsite child care ▪ Need better communication w/students ▪ Older students may not acclimate well to college system ▪ Wait lists – not enough sections/students can't enroll in classes they want (x2) 	<ul style="list-style-type: none"> ▪ Need more variety in schedules to accommodate different work schedules ▪ Don't allow students to be on multiple wait lists ▪ Families who don't meet financial aid limits ▪ Need more early advising – they need to know what classes to take ▪ Need more online courses ▪ Need more night/weekend classes ▪ Not enough access to counselors ▪ Need better partnership between college and community ▪ More OER courses ▪ Offer childcare ▪ Book Loan Program ▪ More counselors and student services at night on both campuses ▪ Longer library hours – especially on Saturdays ▪ Mobile computer labs ▪ Update laptops in the library – laptop loan program ▪ Automatically award degrees w/option to opt-out ▪ Alert to remind students to graduate ▪ Use text messaging ▪ Financial literacy – show students real numbers of how much income they'll miss out on if 10 years to graduate – beyond budgeting and credit card debt ▪ Comprehensive system for academic support

School of Business	
<ul style="list-style-type: none"> ▪ Cost of books ▪ Too many units ▪ Students get wrong info from counselors ▪ Core classes are full ▪ Process to enroll is intimidating ▪ Overlapping courses ▪ Financial limitations for students who don't take enough units 	<ul style="list-style-type: none"> ▪ Strategic scheduling ▪ Sequences of courses ▪ Need to balance course load (1-2 difficult courses) ▪ Term lengths – 5-8 weeks ▪ Strategic use of summer/possible winter term ▪ Understand why students leave ▪ Faculty take a more active role in advising students ▪ Timeliness in responding to students ▪ Open more sections of impacted classes
Science and Math	
<ul style="list-style-type: none"> ▪ Lack of available counselors ▪ Class availability (x 2) ▪ Some students take classes because they can't get into the ones they need ▪ Not feeling connected to the campus community ▪ Costs (tuition, materials) ▪ Long waitlists ▪ Some students sign up for a load that is too intense for them to be successful 	<ul style="list-style-type: none"> ▪ Shuttles to either campus ▪ Simplifying education plans ▪ Facilitate more opportunities for student study groups (e.g., math/science lab for group study) ▪ Ask students why they register in specific questions (broader research questions)

3. Nearly a **third** of our students do not persist from the fall to the spring semester. What can the College do to change this attrition rate?

School of Business	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Not balancing their course load 	<ul style="list-style-type: none"> ▪ Have only 1 or 2 max difficult, time consuming courses, mixed w/2 less difficult, less time-consuming and maybe one fund, very little outside work course (i.e. PE)
School or Art, Performance, & Humanities	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Require 1 hour of tutoring 1st semester ▪ Early access to register for 2nd semester ▪ Register for fall & spring together ▪ Faculty can help promote courses for next semester ▪ Students should enroll in a major course during 1st semester ▪ Offer more math classes ▪ Offer more tracks for working adults ▪ MORE TRAINING FOR FACULTY. NEW AND TENURED. ▪ Package course clusters for easy scheduling ▪ Package courses for an entire year ▪ Major-specific courses for cohorts of students ▪ Eight-week classes provide flexibility for working adults (x2) ▪ Faculty and student services outreach to struggling students/successful students w/ congratulations ▪ Email students who do not pass and remind that they are not a failure – many successful people failed the first time ▪ Give students a way to support each other – similar to the Bridge Program model ▪ Help students figure out their major – which will increase their goal ▪ Bring back “College Hour” ▪ Incentivize returning students (parking, bookstore coupon, free books, laptop loans) ▪ Faculty should talk more about the value of a degree (lifetime earnings w/degree chart) ▪ Videos of people w/success stories because of getting a degree ▪ FTIC for all students ▪ Partner w/ASMJC to do more outreach ▪ President, VPs, deans visiting classrooms ad end of semester ▪ Think from the perspective of a student ▪ Student Focus groups ▪ High schools need more info on financial benefits of MJC ▪ Help faculty better understand how to serve DSPS students

Science and Math	
<ul style="list-style-type: none"> ▪ Lack of available counselors ▪ Class availability ▪ Not feeling connected to the campus community ▪ Costs (tuition, materials) ▪ Unsuccessful in courses because they are not prepared so they quit ▪ Students need more guidance 	<ul style="list-style-type: none"> ▪ Shuttles to either campus ▪ Simplifying education plans ▪ Facilitate more opportunities for student study groups (e.g., math/science lab for group study) ▪ Follow-up on reasons students don't return ▪ Take at least one course that is easier/more enjoyable or of interest to the student in the first semester
Onboarding and FTIC	
<ul style="list-style-type: none"> ▪ Needed courses are not offered or there is only 1 section ▪ More sections of higher level math and science (students are going to other colleges to fill that requirement) (x2) ▪ Students are unable to pay fees if they can't turn in supplies to clear account (open library for services) ▪ Students don't have access to child care ▪ Books are too expensive, especially if student doesn't have financial aid ▪ Veterans need access to counseling and ed plans to complete matriculation ▪ Fall semester is overwhelming to new freshmen ▪ Students trying to balance work, school, kids, etc. ▪ Feedback to students is sometimes negative ▪ Counselors viewed as not helpful – give confusing guidance ▪ Fewer sections available in spring ▪ Poor priority dates – students enroll in whatever they can, even if it doesn't meet their program needs 	<ul style="list-style-type: none"> ▪ Offer "incentive" for students who only want 1 or 2 courses to transfer back to UC/CSU ▪ Counselors should let students know their transcripts will be automatically evaluated ▪ Better access to library resources (i.e., library open the week prior to spring semester) ▪ Establish a book loan program or open education resources ▪ Increase access to mental health services ▪ Spring "Returning Students Day/Open House/Parent Day" where students can give parents a tour or be encouraged to return ▪ Sensitivity training for instructors – students struggling in math/English need help but don't always get it ▪ "Community Day" – invite the community to the College ▪ Google 360/Pokemon Go type idea for MJC campus ▪ Upgrade webpage (too many "clicks" to get where students need to go) ▪ More evening classes ▪ Counseling options – 1x per month ▪

4. Many students transfer without obtaining a degree. If they do not complete a bachelor's degree, they have no credential. What can the College do to help more students transfer *with* a degree?

Behavioral and Social Sciences	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Classes unavailable ▪ Lack of financial aid ▪ Difference between HS and college ▪ Lack of family support ▪ Lack of community 	<ul style="list-style-type: none"> ▪ Skills certificates for <u>competencies</u> (critical thinking, etc.) ▪ Rewards along the way for academic-based courses ▪ Scale up Middle College to all local high schools ▪ 5 week intensive courses ▪ 15 unit or 9 unit student cohorts (enroll in same classes and pair w/support services) ▪ Faculty visits to high schools
School of Agriculture	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Departmental follow-up (program specialists and secretary) ▪ Major advising (faculty members. Core classes required for graduation) ▪ General advising by program specialist ▪ Monitor progress (secretary) using catalog and college guidelines ▪ We need better communication with students (social media)
School of Business	
<ul style="list-style-type: none"> ▪ Faculty need professional development re: knowledge of requirements 	<ul style="list-style-type: none"> ▪ Check transcripts of students w/high units to determine what classes are missing ▪ Will Starfish help with this? ▪ Schedule availability of classes ▪ Various check points/milestones to review progress ▪ Priority registration for college-ready students (includes a commitment to earn degree or transfer w/in 4 semesters)
Behavioral & Social Sciences	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Bring families on campus to develop knowledge & enthusiasm ▪ Develop certificates or Competency awards for transfer students as rewards along the way (small goals/rewards) ▪ Scale up Middle College to ALL districts – more dual enrollment
Fitness & Health Professions	
<ul style="list-style-type: none"> ▪ How can we help more students transfer <u>with</u> a degree? ▪ The ADN program receives 700+ apps, 500 qualify, and 50 are accepted (7%) 	<ul style="list-style-type: none"> ▪ Streamline registration/application process ▪ Clarify educational goal when they select for application ▪ Email to students notifying them they are eligible to apply for a degree ▪ Ask students to complete a “check-list” of courses completed until they reach graduation/degree goals ▪ Students should enroll in Nurse 115 so they know what the route is and see alternatives for other medical fields ▪ Consider changing the name of the College – “Junior” may give a misconception that this isn’t a real college ▪ Educate students so they understand the value of getting a degree ▪ Change Guidance classes to be meaningful to pathways

Completion & Exit Points	
<ul style="list-style-type: none"> ▪ Students are not aware of requirements ▪ Students don't anticipate not completing a BA degree when they transfer ▪ We don't communicate the advantages of obtaining Associate degrees consistently 	<ul style="list-style-type: none"> ▪ Specialized evaluators for each school ▪ Outreach to students who are close to obtaining degree before transferring (write into pathways) ▪ Awareness push period (week or month of marketing – signage, tables, emails, website) ▪ Give the <i>option</i> for automatic conferral – semester before eligible ▪ Advertise more on campus/online about applying for a degree/graduation ▪ Include the requirement in new-student orientation ▪ Graduation application workshops ▪ Improve use of technology – specialist follow-up w/chat, email, Pirates Net ▪ More compressed/combined classes ▪ Use Starfish – Student alerts when close to graduating w/link to application ▪ Offer a transfer studies degree ▪ Automatic degree audit and automatic Financial Aid appeal ▪ Transfer students should be awarded a degree ▪ Explain the value of a two-year degree ▪ CSUs/UCs provide incentives for students w/degrees when they transfer
Art, Performance, & Humanities	
<ul style="list-style-type: none"> ▪ Need more professional development for faculty 	<ul style="list-style-type: none"> ▪

5. Many students complete the requirements for a degree but do not apply for it to be conferred. Others apply months or even years later. What are the potential impacts of automatic degree conferral. How could the College establish a method of automatic conferral and minimize the negative consequences for students? Should we?

School of Business	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Not balancing their course load 	<ul style="list-style-type: none"> ▪ Have only 1 or 2 max difficult, time consuming courses, mixed w/2 less difficult, less time-consuming and maybe one fund, very little outside work course (i.e. PE)
School of Fitness & Health Professions	
<ul style="list-style-type: none"> ▪ Allied Health is a group of very structured programs. Some are 60+ units ▪ Impact of remedial units ▪ Do students even know they have to apply to graduate? ▪ Does "activity" have to be a requirement for Allied Health? ▪ Include this info in online orientation ▪ Do students lose fin aid automatically when degree is conferred, as a rule? ▪ It's a crime that students don't know that they've graduated 	<ul style="list-style-type: none"> ▪ No automatic conferral bc fin aid will cut off ▪ Impact on evaluations ... what does it look like? Workload? ▪ Check in @ unit milestones to see if student wants to confer (Starfish) ▪ Student ought to maintain agency over degree conferral ▪ Community effort to provide intrusive counseling/support ▪ Students should be automatically awarded a degree ▪ Educate students about financial aid and how much they qualify for
School of Art, Performance, & Humanities	
<ul style="list-style-type: none"> ▪ Some students take courses at MJC and Columbia – different program requirements ▪ What extraneous steps are at one college or the other that are unnecessary? ▪ Students may need online notification/ alert when they are close to completion 	<ul style="list-style-type: none"> ▪ Auto conferral w/opt out option (x2) ▪ Until we have an automated process, we need to contact each student eligible for a degree ▪ Do students know they have to apply for degree? ▪ At what point in their education should they be notified. Should be consistent.
School of Behavioral & Social Sciences	
<ul style="list-style-type: none"> ▪ Faculty have limited knowledge about process of degree application/conferral – need professional development ▪ Students don't understand financial aid implications 	<ul style="list-style-type: none"> ▪ Degree Audit ▪ Completion Checklist – How are you doing? ▪ Staff caseload w/in the schools Counselors, Instructional faculty, Specialists ▪ Special Program presentations ▪ Text alerts ▪ Hire more FT counselors ▪ Present graduation & transfer info ▪ 2 FT Counselors per division ▪ President communications in graduation month ("please apply if close to graduating. Not sure? See advisor/counselor) ▪ Exit plan – countdown for graduation/transfer

	<ul style="list-style-type: none"> ▪ Graduation/Transfer Center w/Multiple counselors & specialists included ▪ Notify students when they qualify for a degree and invite them to apply ▪ Provide counseling for degree applicants re: financial aid implications ▪ Increase faculty role in communicating issues surrounding degree completion ▪ More intrusive communication about degree completion ▪ Provide faculty with key dates related to degree application ▪ Integrate degree process in CANVAS – develop a more intuitive online experience through the degree process
Completion and Exit Points	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Auto notify 2 or more times/semester about applying for degree – include links & steps ▪ Auto conferral w/opt-in/opt-out

6. The only way we know if CTE students are obtaining employment in the field in which they studied is by their response to a CTE Outcomes Survey sent a year after they leave the college from Santa Rosa College. Fewer than 500 students completed this survey in the baseline year. How can we increase the number of students who complete the survey?

School of Business	
Possible Root Causes	Potential Solutions
■	<ul style="list-style-type: none"> ■ Give graduates an incentive: free class/\$100 cash ■ Alumni program: "Sponsor a Student" – professional gift ■ Students continue to use Career Services after graduation ■ Have a simple text survey that goes to former students (Y/N response): Have you obtained employment in the field in which you studied? ■ Alumni Recruitment ■ Create Alumni association and provide 2 free years of membership ■ Collect permanent email and cell phone numbers (on graduation application) ■ \$10 Starbucks card for survey completion ■ Send internal surveys ■ More frequent contact ■ Alumni outreach ■ What can MJC do to help you on your path?
School of Agriculture	
■	<ul style="list-style-type: none"> ■ Give students a heads-up about the survey before they leave the college to update most used contact info ■ Give them a call after the surveys go out ■ Direct email (surveys) from MJC ■ Faculty follow-up ■ Identify students and know where they are ■ Social media info flow ■ Letter of congratulations from School of "xx" with request to do survey ■ Info sheet on survey when students pick up diplomas ■ Technology – Integrate into CTE Certificates a social media connection ■ Local control of Surveys ■ Invite students to Alumni gatherings or Career Expos ■ Share success stories with current students ■ Send a survey to employers and workers from MJC ■ Provide incentives for survey completion ■ Ongoing services from Career Center
Industry and Trades & Public Safety	
■	<ul style="list-style-type: none"> ■ Invite students to Alumni gatherings or career expos. Expose them back to college to fill out surveys and share success stories. ■ MJC needs its own survey ■ Have an assigned staff member reach out to employers and have all past MJC students and/or current students complete survey ■ Exit interview w/students ■ Incentives for survey completion ■ Ongoing career service center
Fitness & Health Professions	
■	<ul style="list-style-type: none"> ■ Increase faculty awareness so students can be informed of survey launching

	<ul style="list-style-type: none"> ▪ Notify students through student and personal email when survey is coming ▪ Create a direct link into email so students can address survey ▪ Send to home email ▪ Educate students that the survey comes from SRJC ▪ Make sure email on graduation application is personal email
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7. **915** students transferred to a UC or CSU. **395** earned an ADT. **1,006** earned an associate degree. As an institution, do we value either the ADT or local associate degree one over the other? If so, why? Which should we promote?

School of Art, Performance, & Humanities	
Possible Root Causes	Potential Solutions
<ul style="list-style-type: none"> ▪ Everything depends on where the student is going. If headed to a CSU, the ADT makes the most sense. But UCs are not as interested in G.E. requirements and thus an ADT w/heavy GE may not be advantageous. ▪ Students in CTE programs benefit from AA degrees since many do not offer ADT degrees. ▪ Students may complete an ADT, but it doesn't always add up to the 60 units students need for transfer – or may go over 60 units. 	<ul style="list-style-type: none"> ▪ Guidance class and FTIC could address this information w/students. ▪ Require guidance in first semester. ▪ Respect student agency in making the choice, once assisted by thorough counseling ▪ Promote AA degree, because it contains the requirements for ADT & gives students more options/safety net.
School of Agriculture	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ We should promote both ▪ ADT for all students who say they will transfer ▪ Discuss campus-specific transfer needs ▪ Promote degrees AND certificates ▪ Promote the diversity of what we offer ▪ Promote the type of degree that helps individual students (out-of-state don't benefit from ADTs)
Science and Math	
<ul style="list-style-type: none"> ▪ What proportion of ADT recipients successfully transferred to UCs or CSUs vs associate degree earners? ▪ Students who want to transfer are not generally interested in taking additional units ▪ ADTs are relatively recent – they don't provide value to all students 	<ul style="list-style-type: none"> ▪ If an ADT gives more assurance of transfer credits, then that needs to be emphasized ▪ We need to understand the benefits of both an ADT and an Associate degree and share that information with students ▪ Both should be valued
General Comment	
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Promote AA degrees because, in our study area, the AA contains the requirement of an ADT. In this way our students have more options. ▪ Honor students' agency in making their own degree decision. That needs to be assisted

	with thorough counseling so the students make the most informed decisions.
Behavioral and Social Sciences	
<ul style="list-style-type: none"> ▪ The historic status of AA/AS means more to students than “ADTs”, a new program ▪ Students may not be familiar with advantages of ADTs ▪ Constantly changing processes and policies at the institutional level generates confusion for both students and staff 	<ul style="list-style-type: none"> ▪ Improve automatic delivery of information to students (through email and at time of application) ▪ Improve general awareness of “Golden Promise” (and follow-through w/CSUs) ▪ General promotion of access would lead to clearer knowledge and better decisions on the part of students

