

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)?	
2. How well do each of these program designations reflect students' goals—particularly for further education and employment?	
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?	
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	



Guiding Questions: Enrollment by <u>Program</u>	College Responses to Guiding Questions
help students track their progress? How accessible and user friendly are they?	
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?	
6. Which department is responsible for monitoring the progress of students in each program listed in the report?	
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?	



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>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>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>4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?</p>	



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?	
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?	



Guiding Questions	College Responses to Guiding Questions
Discuss insights the team has gained from this exploration; name 3–5 as a team.	

