# Data for
# Department Chairs, Guided Pathways & Enrollment Management Retreat

May 3, 2024

# Presentation Overview

- Pathway Headcounts and FTES

- Degree Counts

- Persistence

- Survey and Leaver Data

- Themes and Possible
  Strategies

# Pathway Headcounts and Estimated FTES

# Estimated Student FTES by Pathway-RCC

**Total Estimated Resident and Nonresident FTES**

In 2023-24 Business Information Systems and Tech accounted for 3,777.52 FTES (23% of annual FTES) up 14% from 2018-19.
Noncredit Pathway accounted for substantial growth (a 38% increase from 2018-19 to 2023-24)
Health-Related Sciences has grown 36% since 2018-19 and accounted for 3,693.98 FTES in 2023-24.
Decreases were found in Social and Behavioral Sciences (-23%), STEM (-28%), and Language & Humanities (-50%).

| RCC Headcount FTES by Year by Most Recent Program of Study and Home College | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2018-19 to 2023-24 Percent Change |
|---|---|---|---|---|---|---|---|
| 1 RCC Business, Information Systems, & Technology | 3,304.43 | 3,210.88 | 2,949.40 | 2,729.60 | 3,259.27 | 3,777.52 | 14% |
| 2 RCC Health-Related Sciences | 2,719.65 | 2,812.58 | 2,763.71 | 2,531.47 | 3,104.77 | 3,693.98 | 36% |
| 3 RCC Social & Behavioral Sciences | 3,127.28 | 2,947.09 | 2,571.75 | 2,207.20 | 2,298.99 | 2,407.44 | -23% |
| 4 RCC STEM | 3,226.85 | 2,710.83 | 2,221.55 | 1,867.23 | 2,122.57 | 2,310.25 | -28% |
| 5 RCC Advanced Technical Arts & Trades | 1,784.13 | 1,565.78 | 1,234.34 | 1,380.08 | 1,857.67 | 2,167.18 | 21% |
| 6 RCC Visual, Performing & Creative Arts | 1,447.62 | 1,499.20 | 1,269.42 | 1,267.05 | 1,506.16 | 1,527.47 | 6% |
| 7 RCC Languages & Humanities | 1,812.02 | 1,508.17 | 1,247.66 | 1,004.07 | 955.93 | 913.44 | -50% |
| 8 RCC Education & Teacher Preparation | 798.30 | 800.61 | 796.98 | 694.47 | 763.90 | 877.20 | 10% |
| 9 RCC Non-Credit Pathway | 67.25 | 73.86 | 70.44 | 59.03 | 97.30 | 92.67 | 38% |
| RCC Other RCCD | 40.17 | 42.69 | 45.66 | 41.98 | 63.48 | 74.71 | 86% |
| Unmapped Program | 21.16 | 12.33 | 5.49 | 1.48 | 0.49 | 2.71 | -87% |
| **Grand Total** | **18,348.85** | **17,184.02** | **15,176.39** | **13,783.68** | **16,030.53** | **17,844.55** | **-3%** |

# Estimated Student FTES by Pathway-RCC

**Total Estimated Resident and Nonresident FTES**



Legend:
- RCC Business, Information Systems, & Technology
- RCC Health-Related Sciences
- RCC Social & Behavioral Sciences
- RCC STEM
- RCC Advanced Technical Arts & Trades
- RCC Visual, Performing & Creative Arts
- RCC Languages & Humanities
- RCC Education & Teacher Preparation
- RCC Non-Credit Pathway
- RCC Other RCCD
- Unmapped Program

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART
Note that FTES shown is term potential and current terms in progress are subject to change (e.g., 24SPR).

# Estimated Student FTES by Pathway-NC
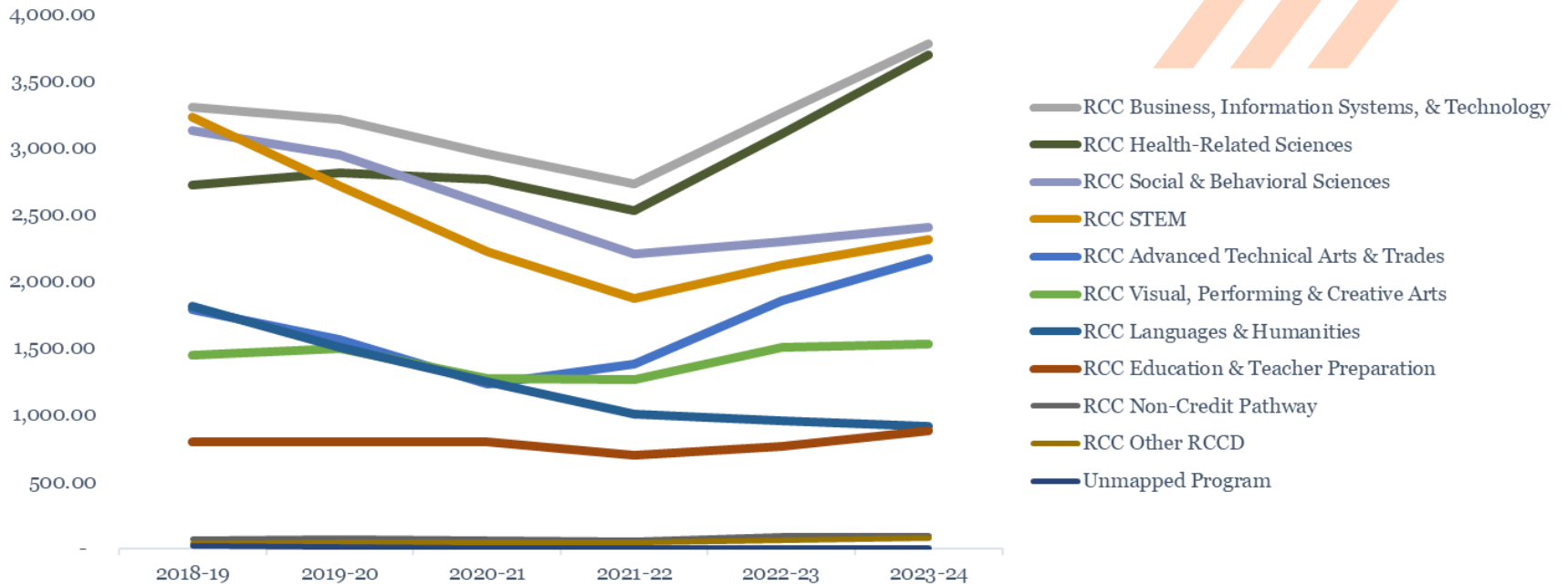
## Total Estimated Resident and Nonresident FTES

In 2023-24 Math, Engineering, Computer Science & Game Dev accounted for 1,458.33 FTES (down 2% from 2018-19)
NC School of Natural Sciences, Health & Kinesiology has grown by 37% since 2018.
Decreases were found in NC School of Social & Behavioral Sciences (-21%), NC School of Communication, Humanities & Languages (-27%), and NC School of Visual % Performing Arts (-5.9%).

| NC Headcount FTES by Year by Most Recent Program of Study and Home College | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2018-19 to 2023-24 Percent Change |
|---|---|---|---|---|---|---|---|
| 1  NC School of Math, Engineering, Computer Science & Gam | 1,488.60 | 1,216.99 | 1,277.03 | 1,044.34 | 1,271.83 | 1,458.33 | -2% |
| 2  NC School of Social & Behavioral Sciences | 1,323.36 | 1,120.97 | 1,141.30 | 982.12 | 1,046.69 | 1,045.44 | -21% |
| 3  NC School of Business & Management | 1,091.59 | 894.47 | 1,024.46 | 842.74 | 1,014.52 | 1,076.51 | -1% |
| 4  NC School of Natural Sciences, Health & Kinesiology | 591.51 | 564.22 | 642.97 | 544.91 | 654.78 | 812.97 | 37% |
| 5  NC School of Communication, Humanities & Languages | 555.34 | 512.32 | 552.66 | 489.98 | 502.68 | 404.42 | -27% |
| 6  NC School of Human & Public Services | 340.57 | 328.88 | 359.87 | 280.75 | 342.89 | 425.25 | 25% |
| 7  NC School of Applied Technologies & Apprenticeships | 339.07 | 344.93 | 296.77 | 260.25 | 299.87 | 399.78 | 18% |
| 8  NC School of Visual & Performing Arts | 378.91 | 274.90 | 289.84 | 244.21 | 296.67 | 356.62 | -5.9% |
| NC Other RCCD | 10.28 | 9.43 | 7.47 | 4.37 | 3.77 | 4.29 | -58% |
| Unmapped Program | - | 0.30 | 0.57 | 1.88 | 2.96 | 3.83 | - |
| **Grand Total** | **6,119.23** | **5,267.40** | **5,592.94** | **4,695.55** | **5,436.66** | **5,987.43** | -2% |

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART
Note that FTES shown is term potential and current terms in progress are subject to change (e.g., 24SPR).

# Estimated Student FTES by Pathway-NC

## Total Estimated Resident and Nonresident FTES



Legend:
- NC School of Math, Engineering, Computer Science & Game Develop
- NC School of Social & Behavioral Sciences
- NC School of Business & Management
- NC School of Natural Sciences, Health & Kinesiology
- NC School of Communication, Humanities & Languages
- NC School of Human & Public Services
- NC School of Applied Technologies & Apprenticeships
- NC School of Visual & Performing Arts
- NC Other RCCD
- Unmapped Program

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART
Note that FTES shown is term potential and current terms in progress are subject to change (e.g., 24SPR).

# Estimated Student FTES by Pathway-MVC

## Total Estimated Resident and Nonresident FTES
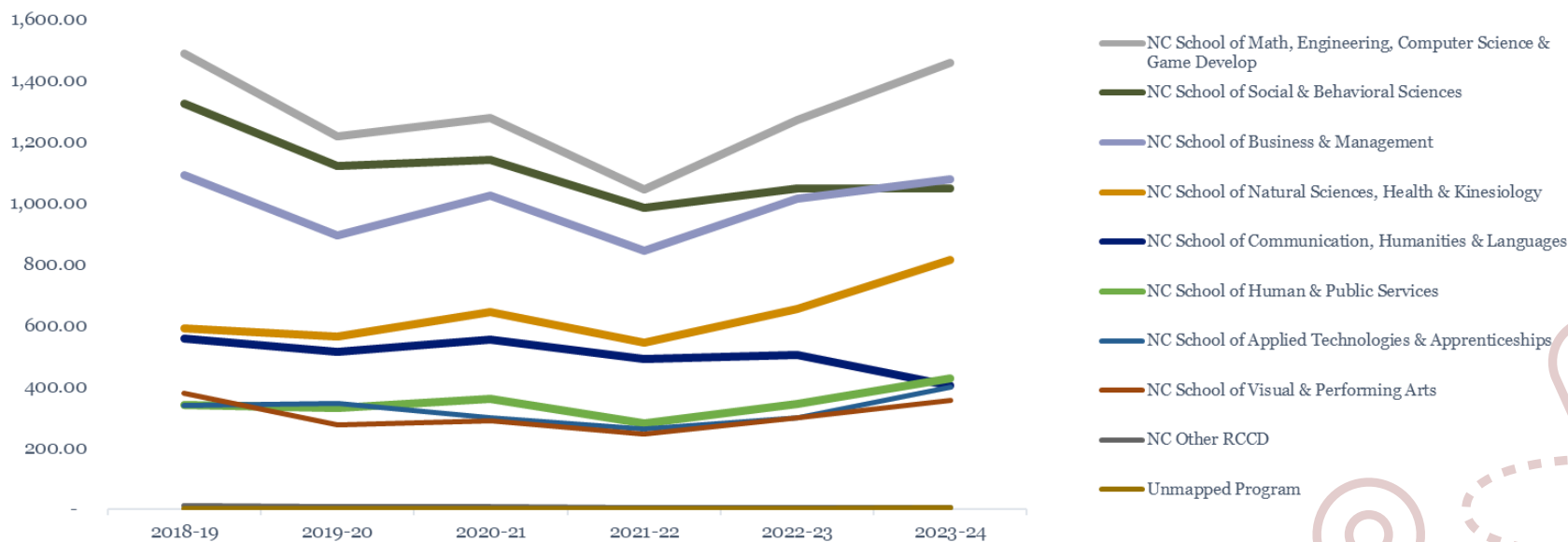
In 2023-24 Business, Health, and Human Services accounted for 1,499.98 FTES (up 13% from 2018-19)

Public Safety has grown 35% since 2018-19 and generated 1,233.92 FTES in 2023-24.

Science, Technology, Engineering, and Mathematics grew 6% since 2018-19 and generated 1,457.93 FTES in 2023-24.

Decreases were found in Humanities, Educ, Social and Behav. Sciences (-23%), Communications, English, and World Lang (-23%).

| MVC Headcount FTES by Year by Most Recent Program of Study and Home College | | | | | | | 2018-19 to 2023-24 Percent Change | |
|---|---|---|---|---|---|---|---|---|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | | |
| 1 MVC Business, Health, and Human Services | 1,329.72 | 1,254.51 | 1,289.87 | 1,110.70 | 1,223.98 | 1,499.54 | 13% | |
| 2 MVC Science, Technology, Engineering, and Mathematics | 1,378.40 | 1,195.13 | 1,133.39 | 929.49 | 1,120.48 | 1,457.93 | 6% | |
| 3 MVC Humanities, Education, Social and Behavioral Scienc | 1,306.30 | 1,164.48 | 1,198.41 | 1,004.16 | 996.86 | 999.75 | -23% | |
| 4 MVC Public Safety | 912.22 | 1,022.63 | 888.30 | 1,087.07 | 1,359.12 | 1,233.92 | 35% | |
| 5 MVC Communications, English, and World Languages | 364.33 | 333.35 | 351.32 | 310.49 | 306.14 | 279.87 | -23% | |
| 6 MVC Visual & Performing Arts | 253.60 | 234.66 | 218.94 | 177.09 | 224.97 | 307.37 | 21% | |
| 7 MVC Non-Credit Pathway | 11.56 | 10.23 | 12.00 | 5.94 | 7.02 | 11.86 | 3% | |
| Unmapped Program | 30.83 | 18.01 | 6.72 | 20.98 | 21.23 | 13.99 | | |
| **Grand Total** | **5,586.96** | **5,232.99** | **5,098.94** | **4,645.92** | **5,259.80** | **5,804.23** | 4% | |

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
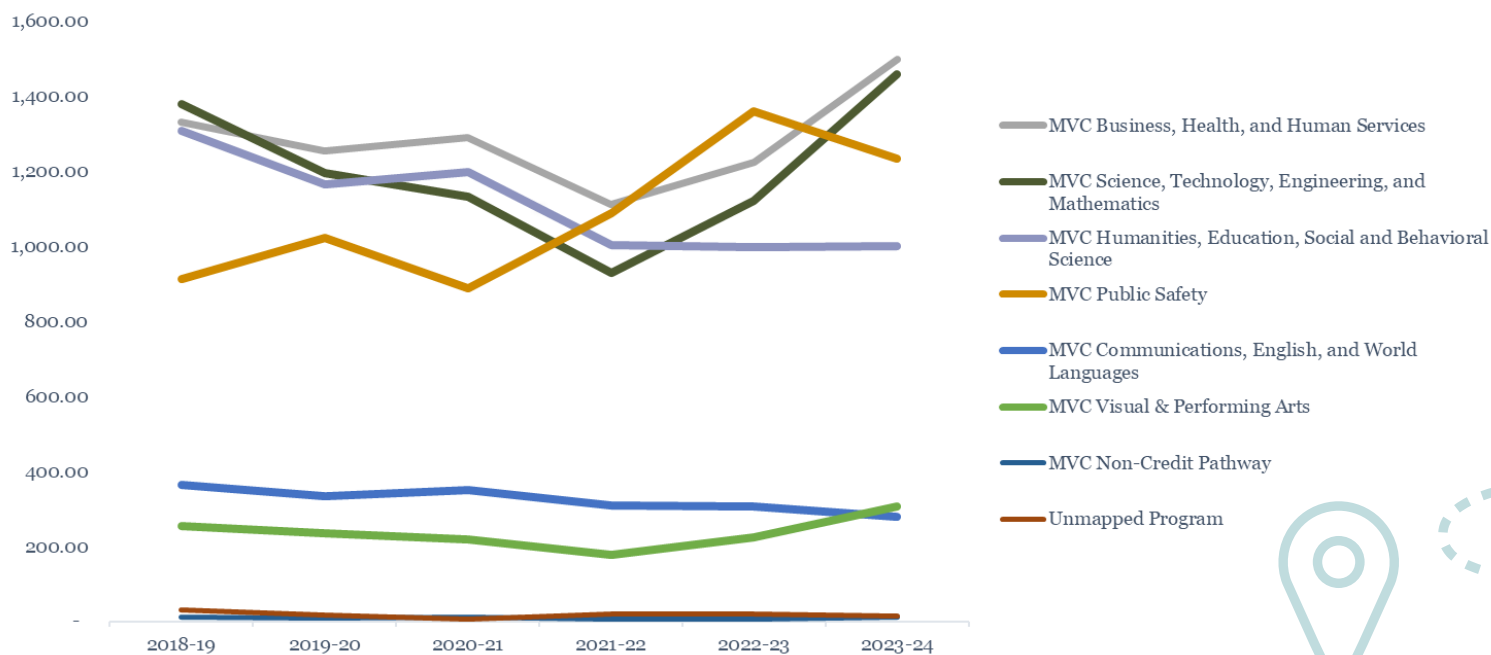Data Queried 4.29.2024. Source: Colleague/COLMART
Note that FTES shown is term potential and current terms in progress are subject to change (e.g., 24SPR).

# Estimated Student FTES by Pathway-MVC

**Total Estimated Resident and Nonresident FTES**



Legend:
- MVC Business, Health, and Human Services
- MVC Science, Technology, Engineering, and Mathematics
- MVC Humanities, Education, Social and Behavioral Science
- MVC Public Safety
- MVC Communications, English, and World Languages
- MVC Visual & Performing Arts
- MVC Non-Credit Pathway
- Unmapped Program

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART
Note that FTES shown is term potential and current terms in progress are subject to change (e.g., 24SPR).

# Pathway Headcounts by College

# Students by Pathway-RCC

Multiple pathways have increased since 2018-19; Health Related Sciences, Visual and Performing Arts, and Non-Credit

In 2023-24 Business Information Systems and Tech comprised 22% of all students; Health Related Sciences was 20%.

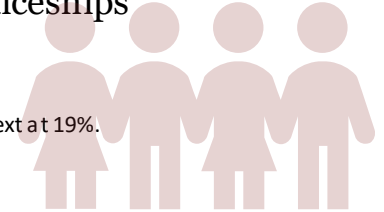| RCC Unduplicated Headcount by Year by Most Recent Program of Study and Home College | | | | | | | 2018-19 to 2023-24 Percent Change |
|---|---|---|---|---|---|---|---|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | |
| 1 RCC Business, Information Systems, & Technology | 6,438 | 6,509 | 6,107 | 5,529 | 6,328 | 6,677 | 4% |
| 2 RCC Health-Related Sciences | 4,612 | 4,961 | 5,284 | 5,066 | 5,497 | 5,999 | 30% |
| 3 RCC Social & Behavioral Sciences | 5,191 | 5,097 | 4,828 | 4,179 | 4,086 | 4,146 | -20% |
| 4 RCC STEM | | 4,410 | 3,870 | 3,307 | 3,290 | 3,410 | |
| 5 RCC Advanced Technical Arts & Trades | 2,842 | 2,841 | 2,300 | 2,177 | 2,800 | 3,259 | 15% |
| 6 RCC Languages & Humanities | 3,076 | 2,599 | 2,309 | 1,883 | 1,734 | 1,669 | -46% |
| 7 RCC Visual, Performing & Creative Arts | 1,981 | 2,128 | 1,913 | 1,798 | 2,126 | 2,412 | 22% |
| 8 RCC Education & Teacher Preparation | 1,536 | 1,592 | 1,600 | 1,515 | 1,606 | 1,701 | 11% |
| 9 RCC Non-Credit Pathway | 117 | 132 | 148 | 126 | 352 | 364 | 211% |
| RCC Other RCCD | 79 | 77 | 96 | 97 | 160 | 169 | 114% |
| Unmapped Program | 70 | 36 | 12 | 4 | 2 | 8 | -89% |
| **Grand Total** | **30,653** | **30,382** | **28,467** | **25,681** | **27,981** | **29,814** | **-3%** |

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART

# Students by Pathway-NC

Natural Sciences Health and Kinesiology, Applied Technologies and Apprenticeships pathways have increased since 2018-19

In 2023-24, Math, Engineering, Comp Science and Game Dev comprised 20% of all students, Business Management was next at 19%.

| NC Unduplicated Headcount by Year by Most Recent Program of Study and Home College | | | | | | | 2018-19 to 2023-24 Percent Change |
|---|---|---|---|---|---|---|---|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | |
| 1 NC School of Math, Engineering, Computer Science & Game | 2,294 | 2,426 | 2,109 | 1,821 | 2,081 | 2,384 | 4% |
| 2 NC School of Social & Behavioral Sciences | 2,293 | 2,357 | 2,023 | 1,867 | 1,931 | 1,988 | -13% |
| 3 NC School of Business & Management | 2,190 | 2,165 | 1,996 | 1,675 | 2,092 | 2,256 | 3% |
| 4 NC School of Natural Sciences, Health & Kinesiology | 1,046 | 1,194 | 1,191 | 1,069 | 1,233 | 1,417 | 35% |
| 5 NC School of Applied Technologies & Apprenticeships | 899 | 879 | 833 | 865 | 1,471 | 1,737 | 93% |
| 6 NC School of Communication, Humanities & Languages | 1,007 | 1,065 | 966 | 828 | 864 | 771 | -23% |
| 7 NC School of Human & Public Services | 731 | 745 | 677 | 601 | 736 | 835 | 14% |
| 8 NC School of Visual & Performing Arts | 630 | 640 | 516 | 447 | 540 | 618 | -1.9% |
| NC Other RCCD | 30 | 23 | 16 | 12 | 10 | 10 | -67% |
| Unmapped Program | 1 | 1 | 2 | 3 | 6 | 8 | - |
| **Grand Total** | **11,121** | **11,495** | **10,329** | **9,188** | **10,964** | **12,024** | **8%** |

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART

# Students by Pathway-MVC

While some pathways are decreasing, Business, Health and Human Services and Public Safety, Visual Performing Arts, and Non-Credit have increased since 2018-19

In 2023-24 Business Health and Human Services comprised 27% of all students, and Public Safety 25%.

| MVC Unduplicated Headcount by Year by Most Recent Program of Study and Home College | | | | | | | 2018-19 to 2023-24 Percent Change | |
|---|---|---|---|---|---|---|---|---|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | | |
| 1  MVC Business, Health, and Human Services | 2,584 | 2,511 | 2,268 | 2,119 | 2,445 | 2,899 | 12% | |
| 2  MVC Public Safety | 2,164 | 2,334 | 2,338 | 2,022 | 2,712 | 2,741 | 27% | |
| 3  MVC Science, Technology, Engineering, and Mathematics | 2,329 | 2,229 | 1,902 | 1,699 | 1,857 | 2,255 | -3% | |
| 4  MVC Humanities, Education, Social and Behavioral Science | 2,386 | 2,308 | 2,054 | 1,750 | 1,750 | 1,827 | -23% | |
| 5  MVC Communications, English, and World Languages | 612 | 562 | 553 | 487 | 475 | 471 | -23% | |
| 6  MVC Visual & Performing Arts | 454 | 461 | 365 | 342 | 432 | 544 | 20% | |
| 7  MVC Non-Credit Pathway | 18 | 22 | 23 | 19 | 69 | 75 | 317% | |
| Umapped Program | 149 | 61 | 33 | 33 | 27 | 22 | | |
| **Grand Total** | **10,696** | **10,488** | **9,536** | **8,471** | **9,767** | **10,834** | 1% | |

Counts are unduplicated and the most recent pathway structure (as of 11/01/2023) was used
Data Queried 4.29.2024. Source: Colleague/COLMART

# Degree Counts and Percentages
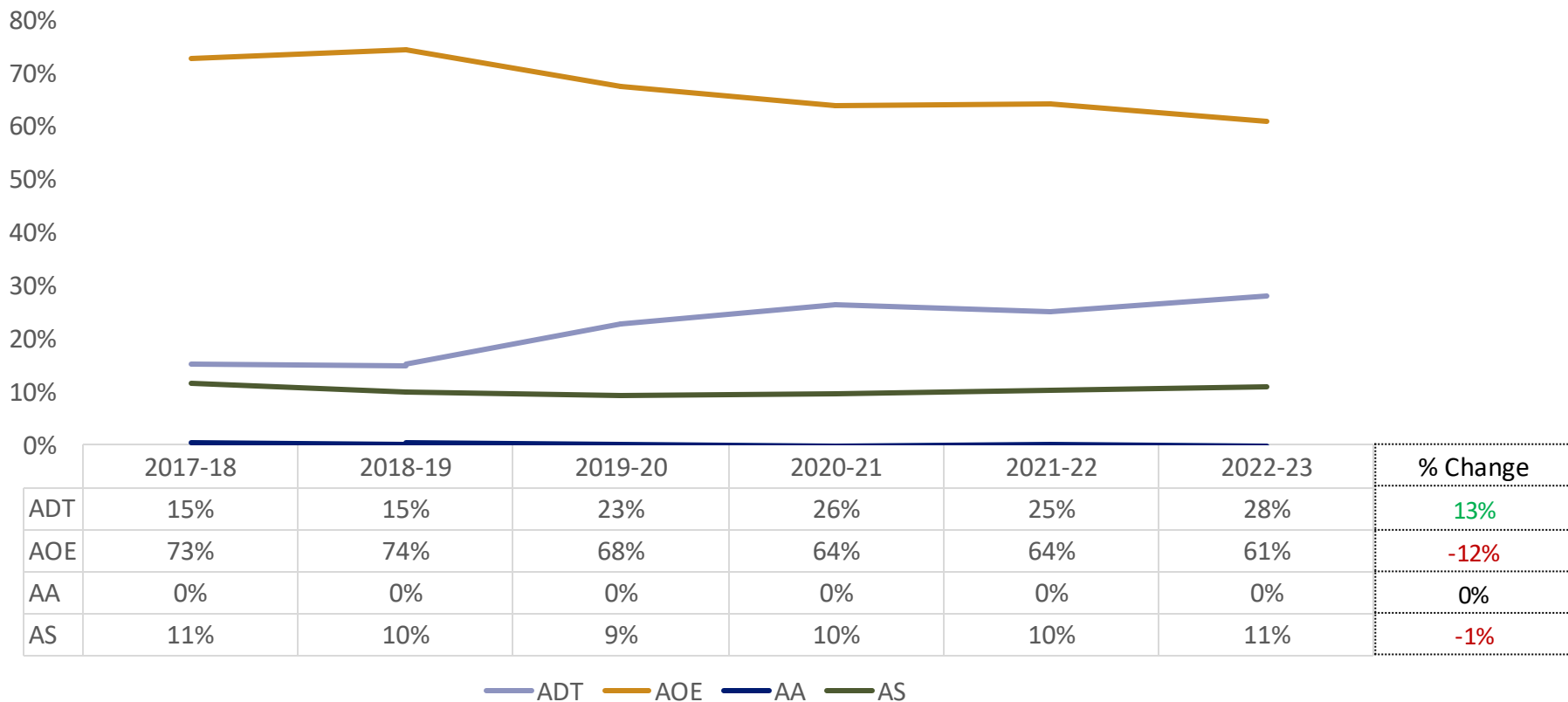
**Definitions and Parameters**

- **Associate degrees for transfer (ADTs)** are designed to provide a clear pathway for California community college students to California State University (CSU) degrees.

- **Area of Emphasis degree (AOE)**

- **AA and AS:** These are associate degrees that have not been classified into the AOE or ADT categories.
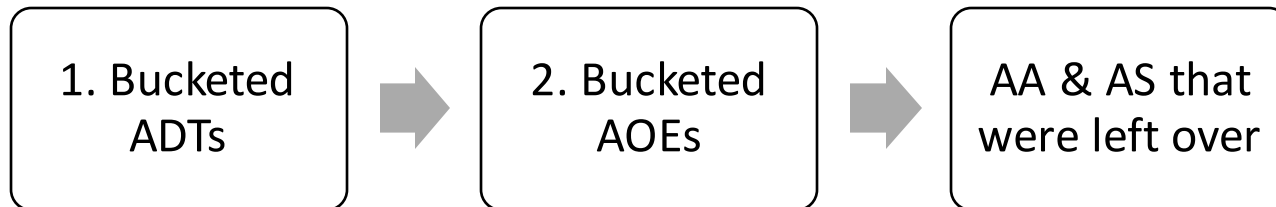
| 1. Bucketed ADTs | → | 2. Bucketed AOEs | → | AA & AS that were left over |
|---|---|---|---|---|

| AOE Area | # of Degrees in Area |
|---|---|
| Administration & Information Systems | 9 |
| American Studies | 6 |
| Communication, Media & Languages | 9 |
| Fine & Applied Arts | 9 |
| Humanities, Philosophy, & Arts | 9 |
| Kinesiology, Health & Wellness | 9 |
| Math & Science | 9 |
| Social & Behavioral Studies | 9 |
| **Grand Total** | **69** |

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# Degree Counts

### RCCD Degree Percentages by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | % Change |
|------|---------|---------|---------|---------|---------|---------|----------|
| ADT | 15% | 15% | 23% | 26% | 25% | 28% | 13% |
| AOE | 73% | 74% | 68% | 64% | 64% | 61% | -12% |
| AA | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| AS | 11% | 10% | 9% | 10% | 10% | 11% | -1% |

ADT   AOE   AA   AS

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# Degree Counts

## RCCD Degree Counts by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | # Change |
|---|---|---|---|---|---|---|---|
| ADT | 919 | 1163 | 1690 | 2095 | 2111 | 1930 | 1011 |
| AOE | 4339 | 5641 | 5023 | 5082 | 5378 | 4174 | -165 |
| AA | 23 | 28 | 10 | 10 | 12 | 9 | -14 |
| AS | 685 | 756 | 704 | 772 | 856 | 746 | 61 |

ADT ■ AOE ■ AA ■ AS
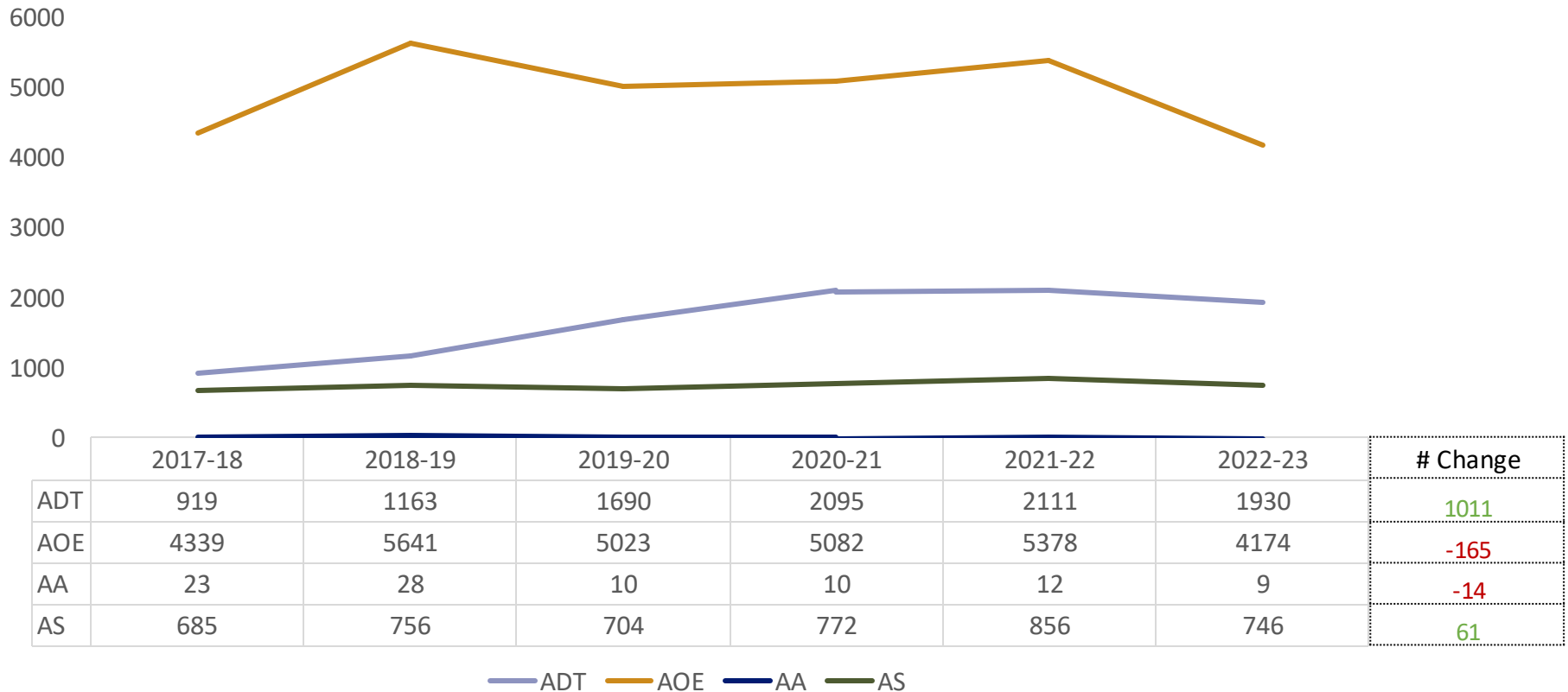
# Degree Counts

## MVC Degree Percentages by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | % Change |
|---|---|---|---|---|---|---|---|
| ADT | 9% | 11% | 16% | 18% | 17% | 19% | 10% |
| AOE | 82% | 79% | 77% | 71% | 73% | 69% | -13% |
| AA | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| AS | 8% | 10% | 8% | 11% | 10% | 11% | 3% |

ADT  AOE  AA  AS

18
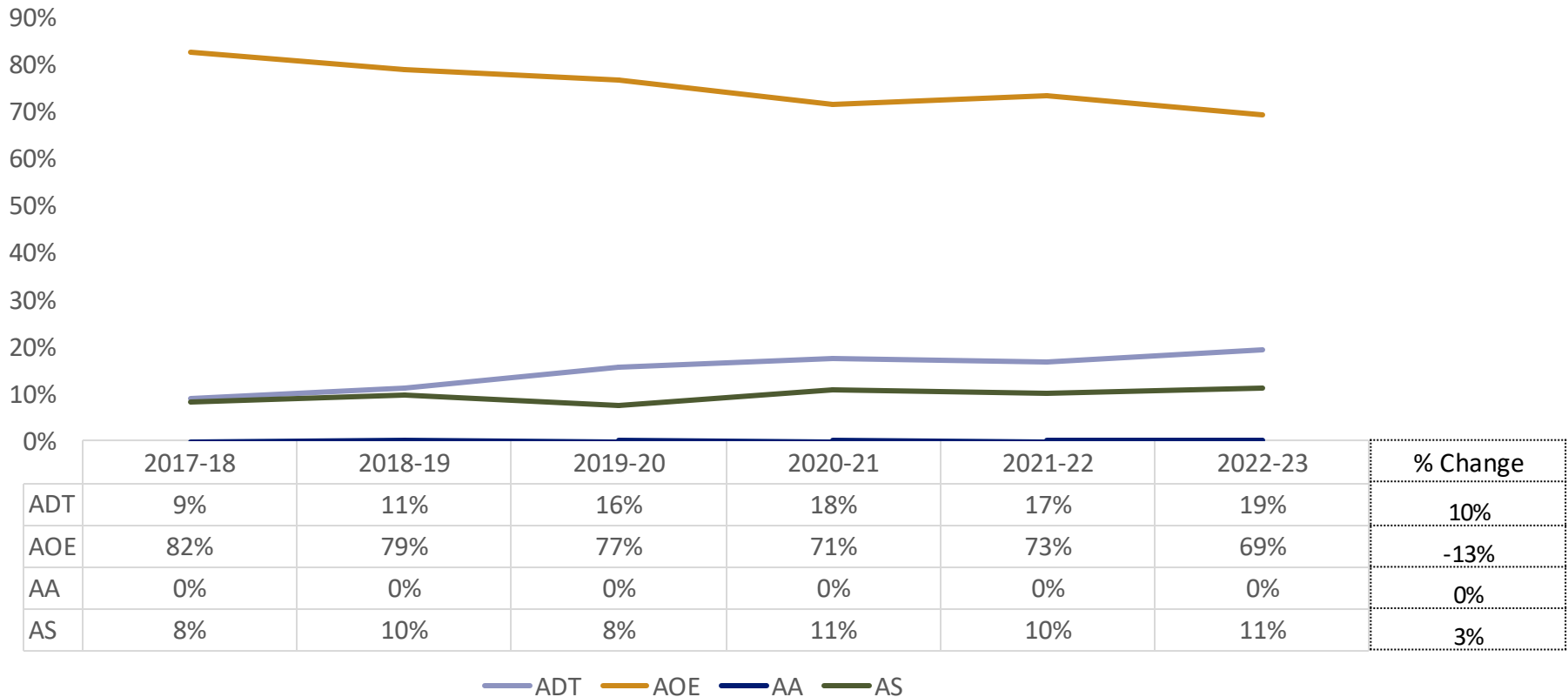
# Degree Counts

## MVC Degree Counts by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | # Change |
|------|---------|---------|---------|---------|---------|---------|----------|
| ADT  | 144     | 178     | 260     | 282     | 326     | 264     | 120      |
| AOE  | 1290    | 1265    | 1283    | 1147    | 1432    | 937     | -353     |
| AA   |         | 5       | 2       | 1       |         |         | 0        |
| AS   | 130     | 158     | 127     | 176     | 197     | 153     | 23       |

ADT — AOE — AA — AS
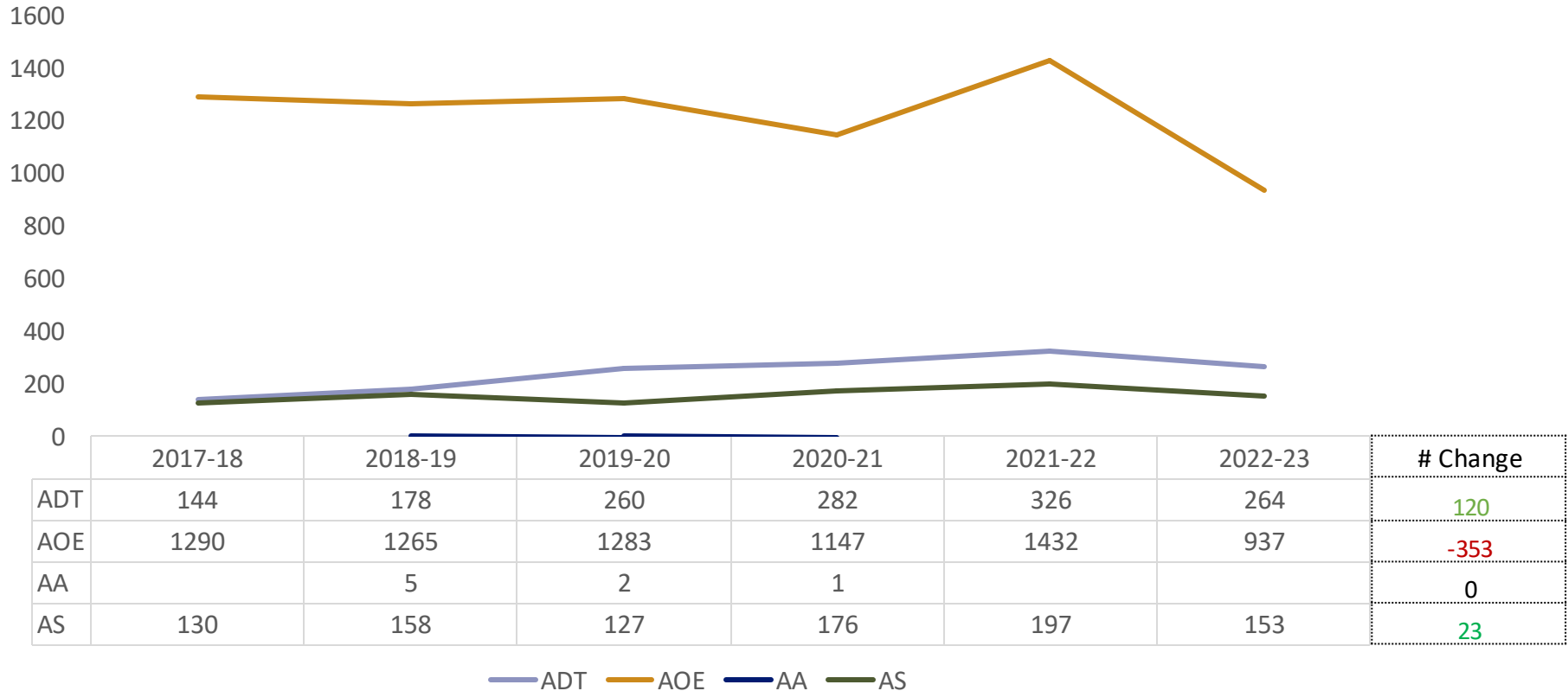
# Degree Counts

## NC Degree Percentages by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | % Change |
|---|---|---|---|---|---|---|---|
| AOE | 17% | 24% | 29% | 29% | 28% | 27% | 10% |
| AA | 76% | 68% | 64% | 64% | 64% | 66% | -10% |
| AS | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| ADT | 7% | 8% | 7% | 6% | 8% | 7% | 0% |

AOE    AA    AS    ADT

21
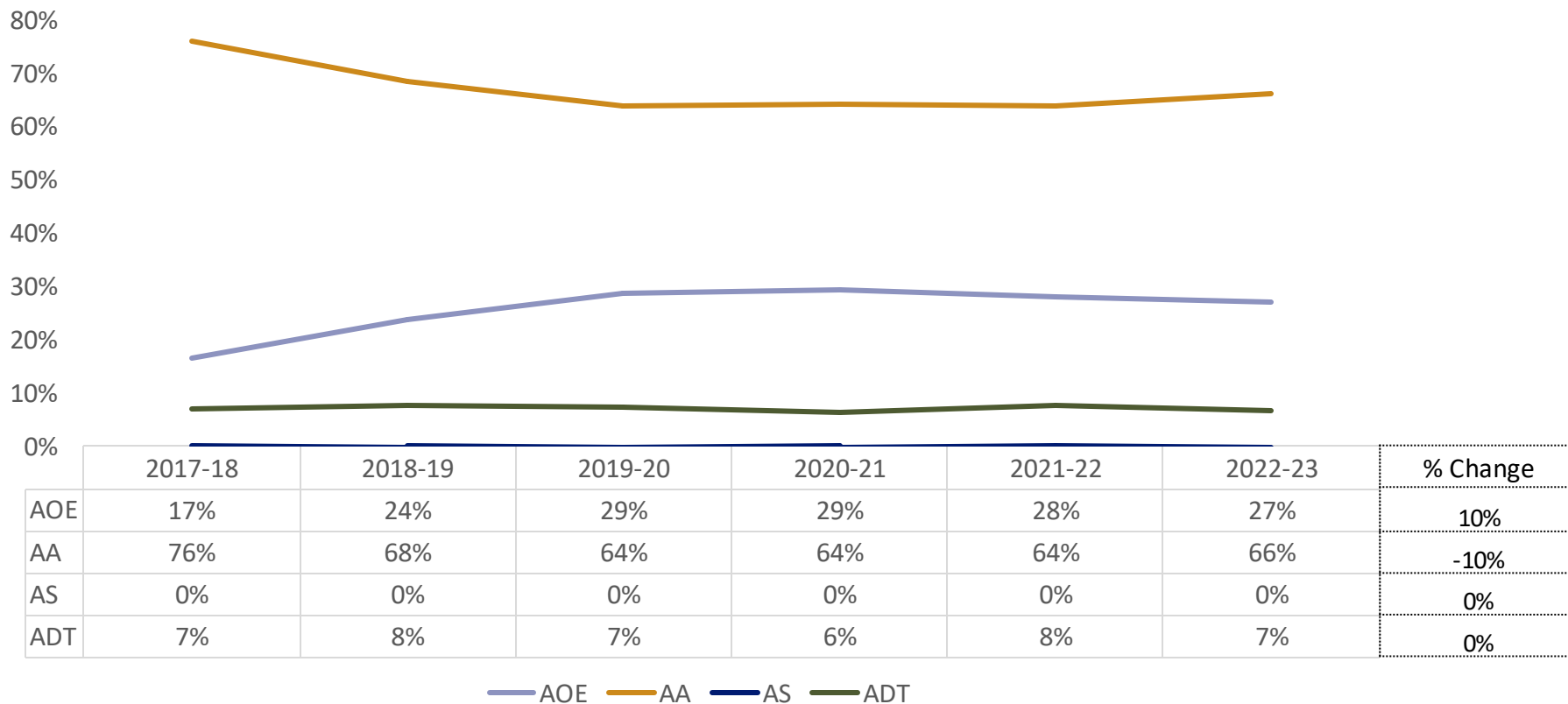
# Degree Counts

## NC Degree Counts by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | # Change |
|---|---|---|---|---|---|---|---|
| ADT | 290 | 382 | 507 | 615 | 604 | 524 | 234 |
| AOE | 1329 | 1097 | 1131 | 1346 | 1373 | 1280 | -49 |
| AA | 4 | 2 | | 1 | 2 | | -4 |
| AS | 124 | 121 | 132 | 135 | 168 | 132 | 8 |

ADT — AOE — AA — AS

22
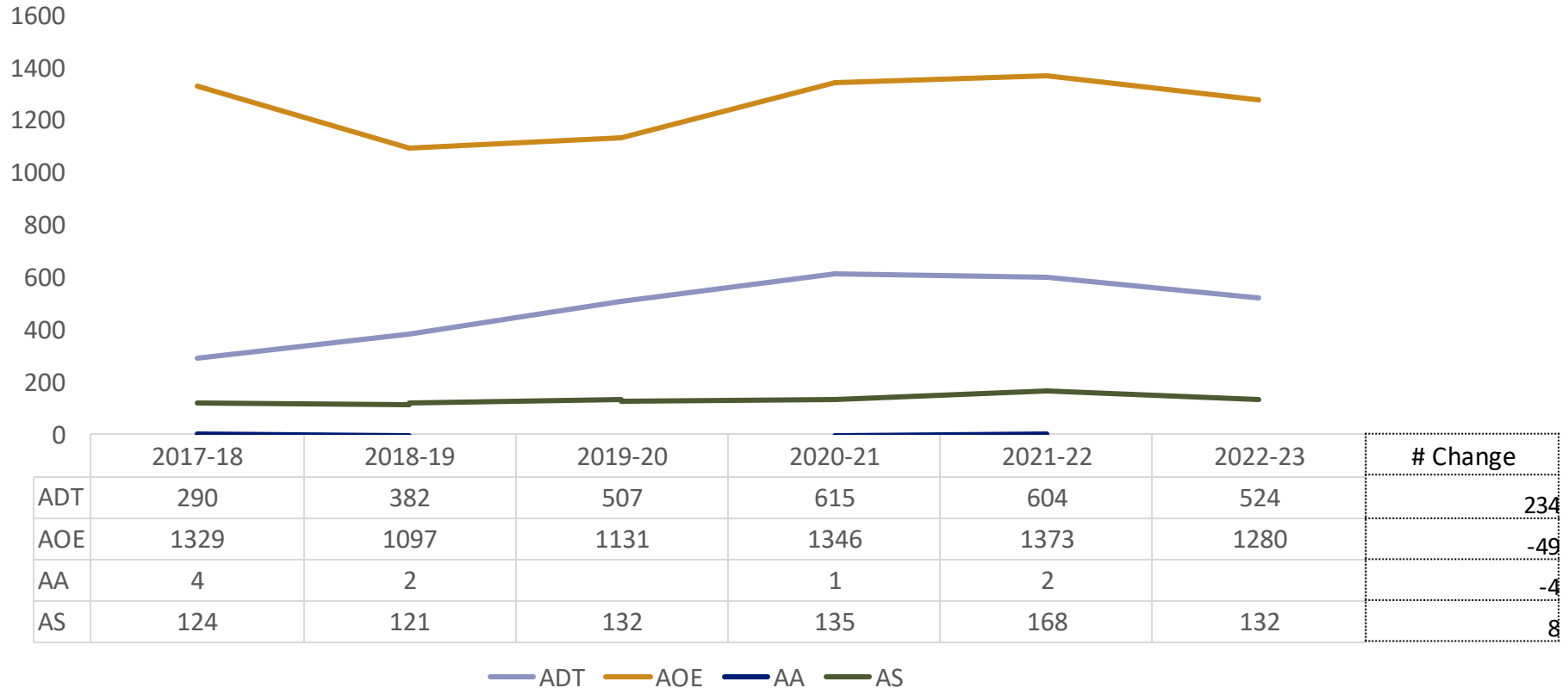
# Degree Counts

## RCC Degree Percentages by Award Type



|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | % Change |
|---|---|---|---|---|---|---|---|
| ADT | 18% | 14% | 23% | 28% | 28% | 32% | 14% |
| AOE | 65% | 75% | 65% | 61% | 60% | 55% | -10% |
| AA | 1% | 0% | 0% | 0% | 0% | 0% | 0% |
| AS | 16% | 11% | 11% | 11% | 12% | 13% | -3% |

ADT — AOE — AA — AS
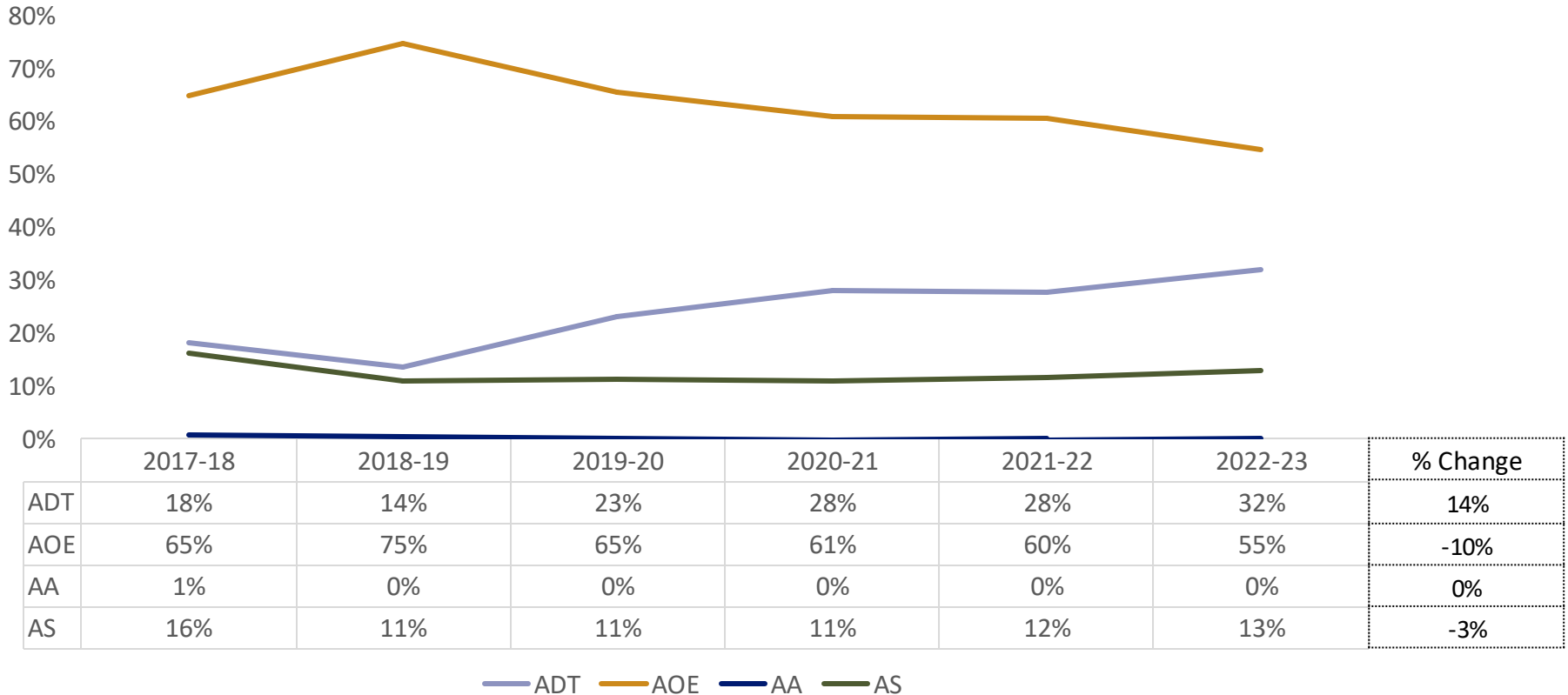
# Degree Counts

## RCC Degree Counts by Award Type



| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | # Change |
|-----|---------|---------|---------|---------|---------|---------|----------|
| ADT | 485 | 603 | 923 | 1198 | 1181 | 1142 | 657 |
| AOE | 1720 | 3279 | 2609 | 2589 | 2573 | 1957 | 237 |
| AA | 19 | 21 | 8 | 8 | 10 | 9 | -10 |
| AS | 431 | 477 | 445 | 461 | 491 | 461 | 30 |

ADT  AOE  AA  AS

Source: Colleague, 04/24/2024

# Persistence Rates
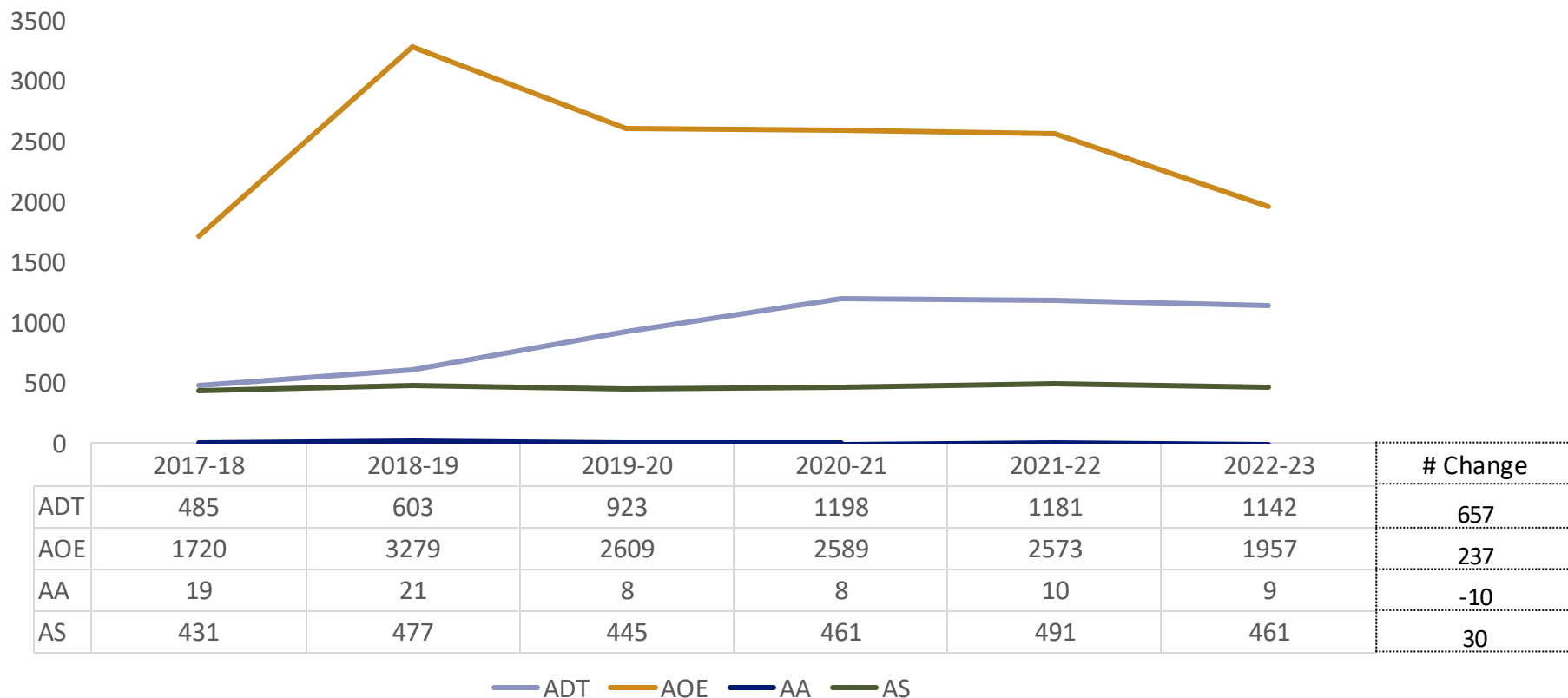
https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

# RCCD Student Persistence

## Persistence from First Term to Subsequent Term by College
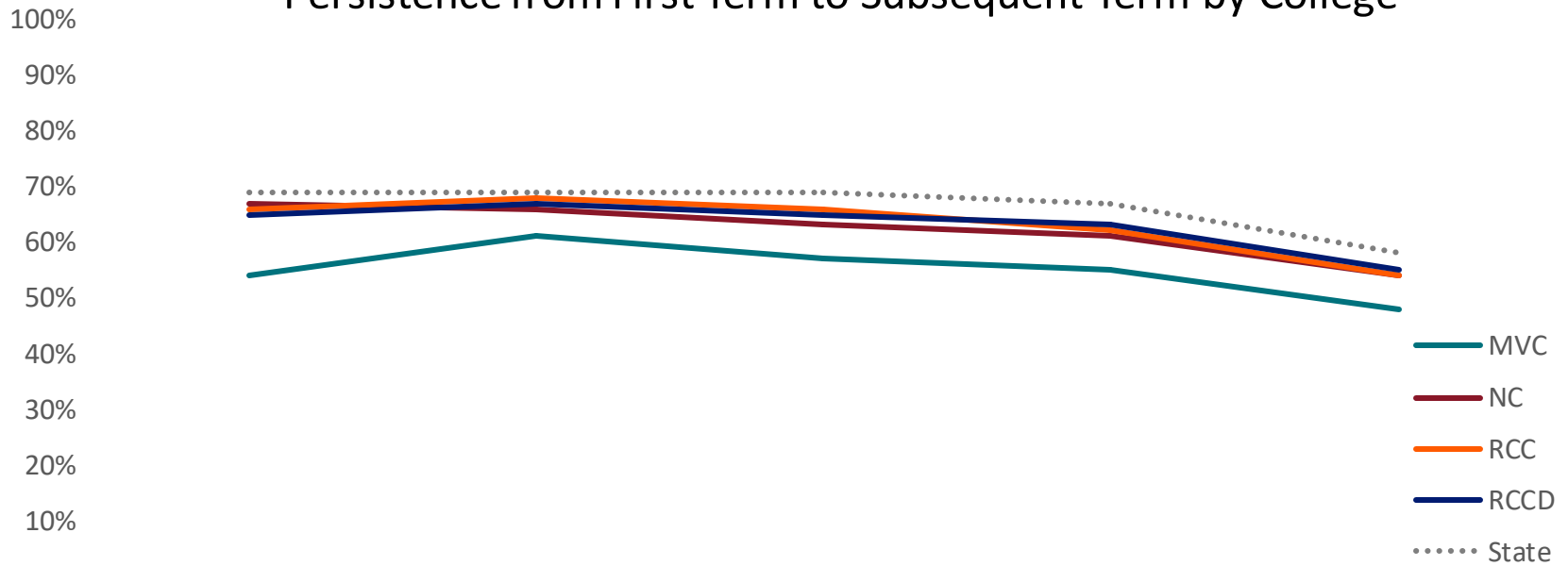
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| MVC | 54% | 61% | 57% | 55% | 48% |
| NC | 67% | 66% | 63% | 61% | 54% |
| RCC | 66% | 68% | 66% | 62% | 54% |
| RCCD | 65% | 67% | 65% | 63% | 55% |
| State | 69% | 69% | 69% | 67% | 58% |

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Source: Cal-PASS LaunchBoard, Cohort View. *2021-22 is not yet completed

# Student Surveys and Data

**Overview**

- Leavers dashboard data

- RCCD Leavers Survey

- MVC Attrition and probation surveys

- RCC Student Voice Survey

- Norco Student Voice research

Student Survey and Dashboard Data

Percent and count of  per academic year

A leaver is a student who has not reenrolled for at least 2 years, has not received a degree or certificate, and has not transferred to a 4-year college.

Count
Percent

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|---|
| Percent | 22% | 23% | 24% | 24% | 24% | 24% |
| Count | 13323 | 14271 | 15051 | 14954 | 14236 | 12942 |
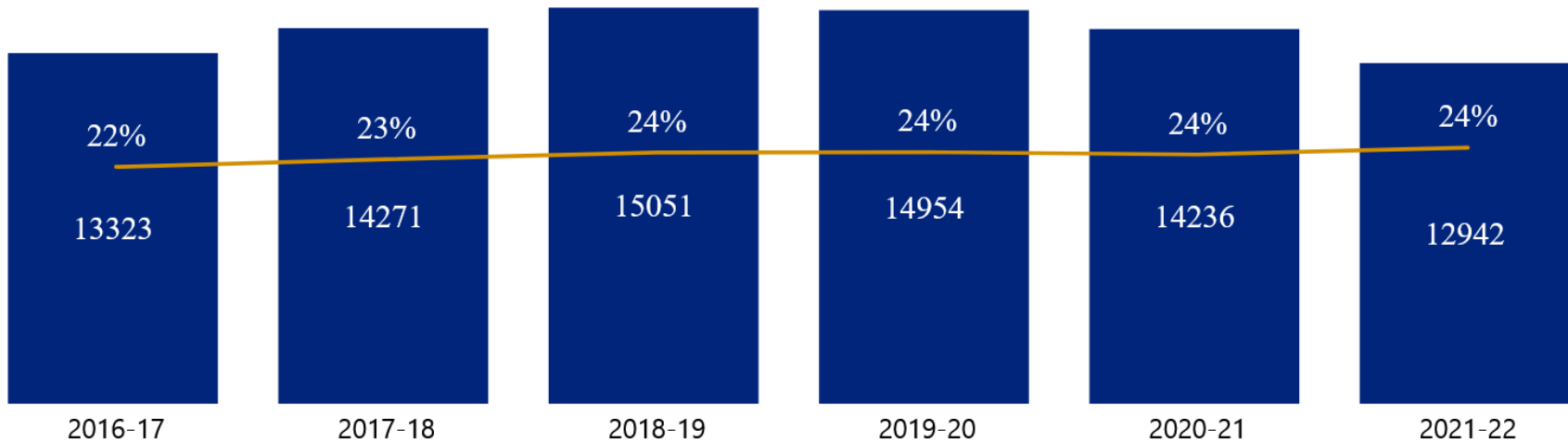
# Student Survey and Dashboard Data

% of  per Race and Ethnicity

DI gaps have stayed consistent and not widened or closed.
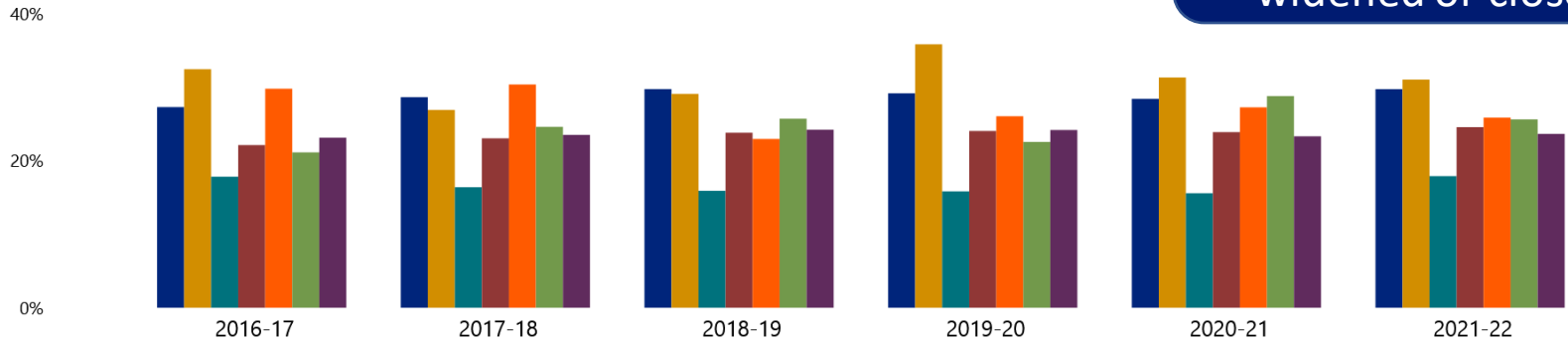


| Race/Ethnicity | African-American | | American Indian | | Asian | | Hispanic | | Pacific Islander | | Two or More | | White | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2016-17 | 1427 | 27% | 59 | 32% | 754 | 18% | 7864 | 22% | 64 | 30% | 318 | 21% | 2837 | 23% | 13323 | 22% |
| 2017-18 | 1561 | 29% | 50 | 27% | 706 | 16% | 8641 | 23% | 71 | 30% | 327 | 25% | 2915 | 23% | 14271 | 23% |
| 2018-19 | 1637 | 30% | 68 | 29% | 727 | 16% | 9286 | 24% | 64 | 23% | 297 | 26% | 2972 | 24% | 15051 | 24% |
| 2019-20 | 1534 | 29% | 87 | 36% | 731 | 16% | 9513 | 24% | 76 | 26% | 254 | 23% | 2759 | 24% | 14954 | 24% |
| 2020-21 | 1384 | 28% | 46 | 31% | 739 | 16% | 9006 | 24% | 67 | 27% | 565 | 29% | 2429 | 23% | 14236 | 24% |
| 2021-22 | 1259 | 30% | 40 | 31% | 775 | 18% | 8307 | 25% | 54 | 26% | 501 | 26% | 2006 | 24% | 12942 | 24% |
| Total | 8802 | 29% | 350 | 31% | 4432 | 17% | 52617 | 24% | 396 | 27% | 2262 | 25% | 15918 | 24% | 84777 | 24% |

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# Student Survey and Dashboard Data

## RCCD Survey and Dashboard

**Reasons for no Longer being Enrolled**

| Category | Value |
|---|---|
| Financial/ Work or Logistics | 41% |
| Personal/ Well-being | 32% |
| Institution System or Policy | 18% |
| Course/ Curriculum/ Modality | 14% |
| Lack of Guidance/ Support | 13% |
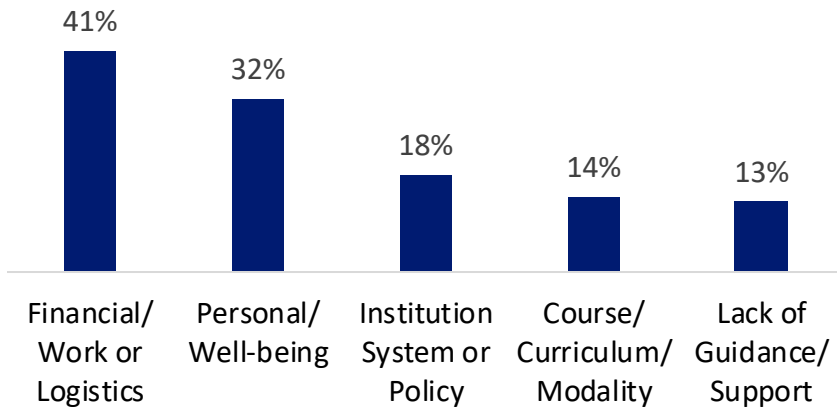
Regression analysis shows that **male students of color are more highly impacted** than white male students.

**Financial/ Work or Logistics** reasons is top for no longer being enrolled

- 41% indicated work and financial reasons for leaving.

- Personal well is second with 32% of respondents indicating this as a reason to leave.

### LOGISTIC REGRESSION

- Male students were 24% more likely to leave.
- Black and Hispanic males were more likely to leave than White student males.
- First Generation College students were 24% more likely to leave.
- Foster youth were 65% more likely to leave.
- EOPS students were 37% LESS likely to leave.

# Student Survey Data

## MVC Attrition Survey
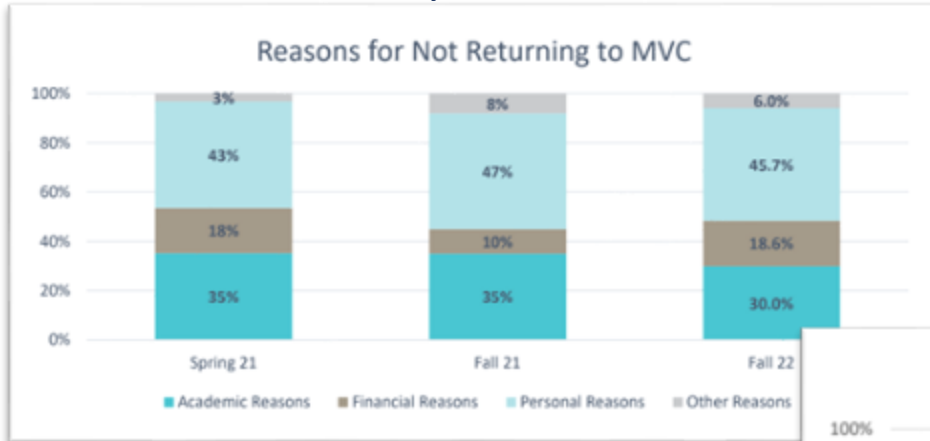


**Personal reasons** is top for not returning to MVC

- 43%-46% is for personal reasons, 30%-35% is for academic reasons, and 10%-19% is for financial reasons.
- The top 5 personal reasons are work/school balance (18%-31%), mental health (15%-23%), physical health (10%-15%), moved out of area (10%-21%), and commute transportation (3%-12%)

**Work School balance** is the top personal reason overall for leaving.

- *The top 5 academic reasons are course/program availability (14%-19%), academic performance (7%-19%), academic support (10%-19%), quality of teaching (5%-19%), and disciplinary action (4%-14%).*
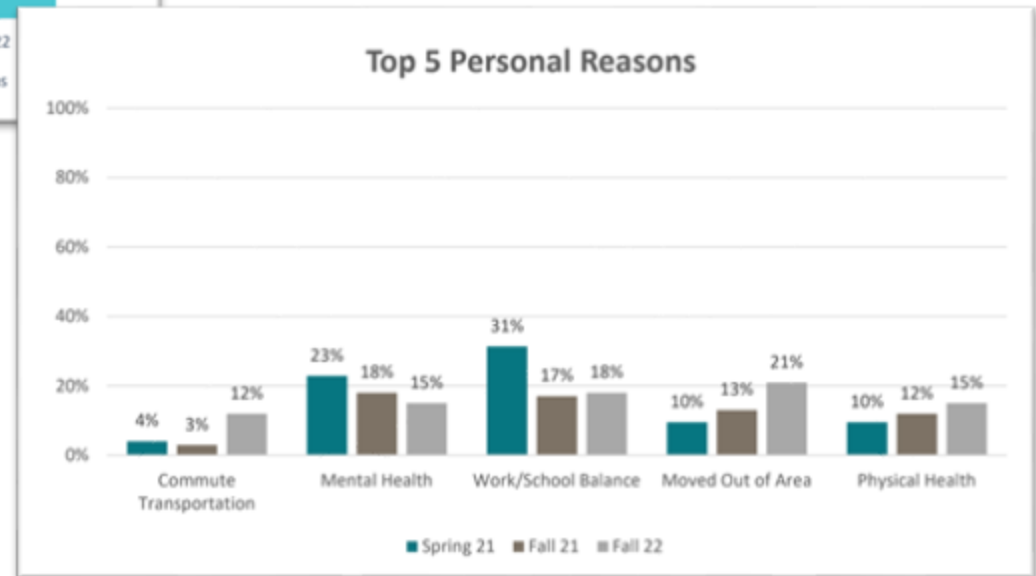
# Student Survey Data

MVC Academic Probation Survey

"The most common factor that contributed to being placed on academic probation was **balancing responsibilities** (32%)."

Top factors that contributed to being placed on Academic Probation?

| | Asian | Black/African American | Filipino | LatinX/Hispanic | Native Hawaiian / Other Pacific Islander | White | Unknown | Overall |
|---|---|---|---|---|---|---|---|---|
| Financial insecurity | 0.0% | 6.7% | 0.0% | 7.2% | 0.0% | 0.0% | 16.7% | 6.9% |
| First gen college student | 0.0% | 6.7% | 0.0% | 8.6% | 0.0% | 0.0% | 16.7% | 8.0% |
| Balancing responsibilities | 27.3% | 26.7% | 0.0% | 33.8% | 0.0% | 50.0% | 16.7% | 32.4% |
| Lack of motivation | 18.2% | 10.0% | 50.0% | 12.2% | 50.0% | 0.0% | 33.3% | 13.8% |
| Anxiety or Stress | 18.2% | 13.3% | 0.0% | 12.2% | 0.0% | 0.0% | 0.0% | 12.2% |

34
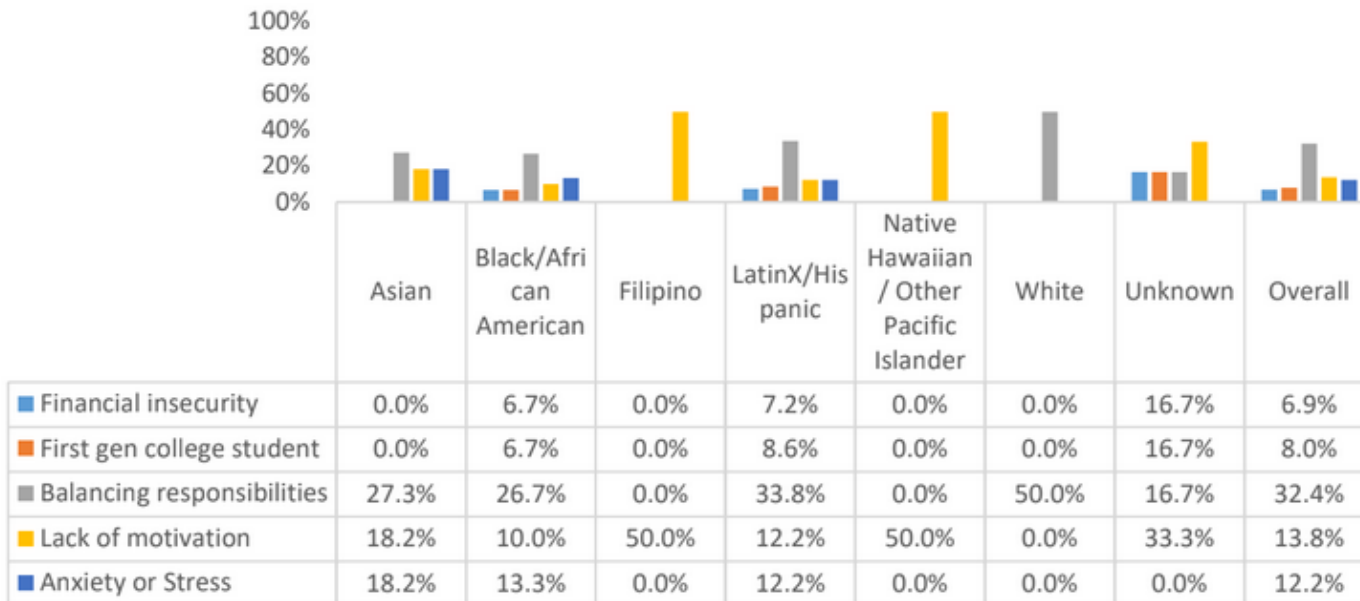
# Student Survey Data

RCC Voice of the Student 2023

"While most RCC students **must balance school with work**, Hispanic/Latinx students are more likely than other groups to also need to balance family responsibilities such as caring for younger siblings, helping with family businesses, and/or working to help family pay the bills."

"While students who **do not feel a sense of belonging** come from all demographics, when we look at students by race, we find Black / African American students almost universally indicate they do not feel a sense of belonging at RCC"

## RECOMMENDATIONS

**Positive Environment**

Create a safe environment for asking questions.

**Access**

Remember that not all students have the same resources.

**Dropping Classes**

All students say instructors are the key to avoiding course drops.

**Collaboration**

Make Collaboration a part of the course.

# Qualitative Student Equity Study Results- Norco College

- Black/African American Students' Recommendations
  - Clarify **financial aid deadlines**, process and cost estimates
  - Providing simple verbiage about importance and security of tax info
  - Creating a **checklist/quick start** guide to improve enrollment navigation
  - Improve online accessibility to enrollment steps
  - **Communicate student services** early and often
  - Use **multiple modes of communication** to reach students where they are (website, emails, workshops, Instagram, banners/signs, etc.)
  - Improve **website user experience** including self-service information about academic paths
  - **Advertise events and activities** and specify which students can join and how

# Qualitative Student Equity Study Results- Norco College

- Hispanic/Latinx Students' Recommendations
  - Counselors, website, and course sheets should **inform students they should take Math/English** in their first year and WHY
  - **Why students should take Math/English** should be noted everywhere students get information about choosing their first-year courses
  - Improve **website user-experience** including self-service information about academic paths
  - **Communicate** (or preferably eliminate) counseling midnight rule
  - **Communicate** what support services exist, their purpose, and how students can access them
  - **Alleviate fears by communicating answers** to common questions about what students can expect at different 4-yrs
  - Advertising resources and clubs

# Key Takeaways

Work and financial responsibilities were themes across reports for why students leave or stop out.

Personal responsibilities were also themes across research for why student leave or stop out.

A sense of belonging is important for a students to retain and persist.

Communication of expectations and practices via accessible online avenues.

# Possible Strategies

**Equity minded engagement**

- Building community and spaces for students
- Being genuine and relational

**Beyond the classroom student engagement**

- Building community and spaces for students
- Life-coaching
- Webinars and workshops on time management and self-care

**Creating a sense of belonging and empathy**

- Building community and spaces for students
- Community check-ins

**Offering academic support and flexibility**

- Leverage support systems
- Willing to help
- Availability of support from faculty and staff
- Expanding mental health services
- Webinars and workshops on time management and self-care

"Those who **were Equity-Minded had higher scores for relationship building, validating practices, and welcoming engagement than their peers.** Other differences were detected between groups that generally showed that those educators who were classified as Extant-Minded and Deficit-Minded had the lowest scores for employing the identified practices." (Woods & Harris, 2022)

"Out-of-classroom experiences **impacted their persistence** by connecting them with the university and faculty, **by becoming or being a part of a community,** and because of the relationships that they had established by being engaged in an out-of-classroom experience." (Hopkins et al, 2021)

"The first theme that emerged was **how personal support systems were balanced with personal responsibilities**. Supportive factors included patterns related to family support, peer support, and external resources." (Hawkins et al., 2022, p. 360)

"Create **a program structure that is responsive to the needs of students.** This could be part of a formal knowledge generation component as we have at our institution or it could be more informal." (Santangelo et al., 2022, p. 18)

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- Degrees and Certificate Awards dashboard: https://app.powerbi.com/Redirect?action=OpenReport&appId=08e3682f-b1f9-42ea-a233-8dc116f7ff89&reportObjectId=839b4a1d-19d0-4995-ab40-72c1b0084b72&ctid=49669b17-fa33-4ae3-8ecc-3cf116b790e5&reportPage=ReportSection0ca20fff5485e6c0dead&pbi_source=appShareLink&portalSessionId=64567da4-5096-49cc-9286-25e7ae550221