



RCCD

**RIVERSIDE COMMUNITY
COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Enrollment Management and Guided Pathways Data

November 1st 2024 Guided Pathways Retreat

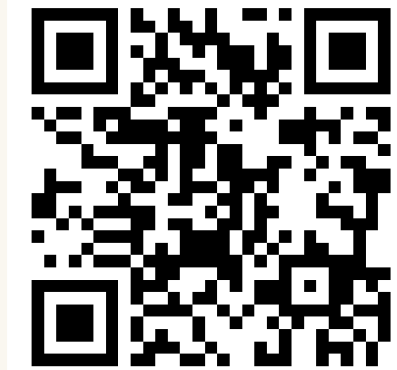
Dr. Steven Butler Ed.D.

What's coming up...

- Big Picture
 - Headcount, enrollments, FTES
- Data Sources
- Useful Reporting
 - IR District IR APP
 - Guided Pathways app
- Exploring your data
- User Stories



Q & A



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COLLEGE DISTRICT**

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Going from Big Picture to Details



PPT

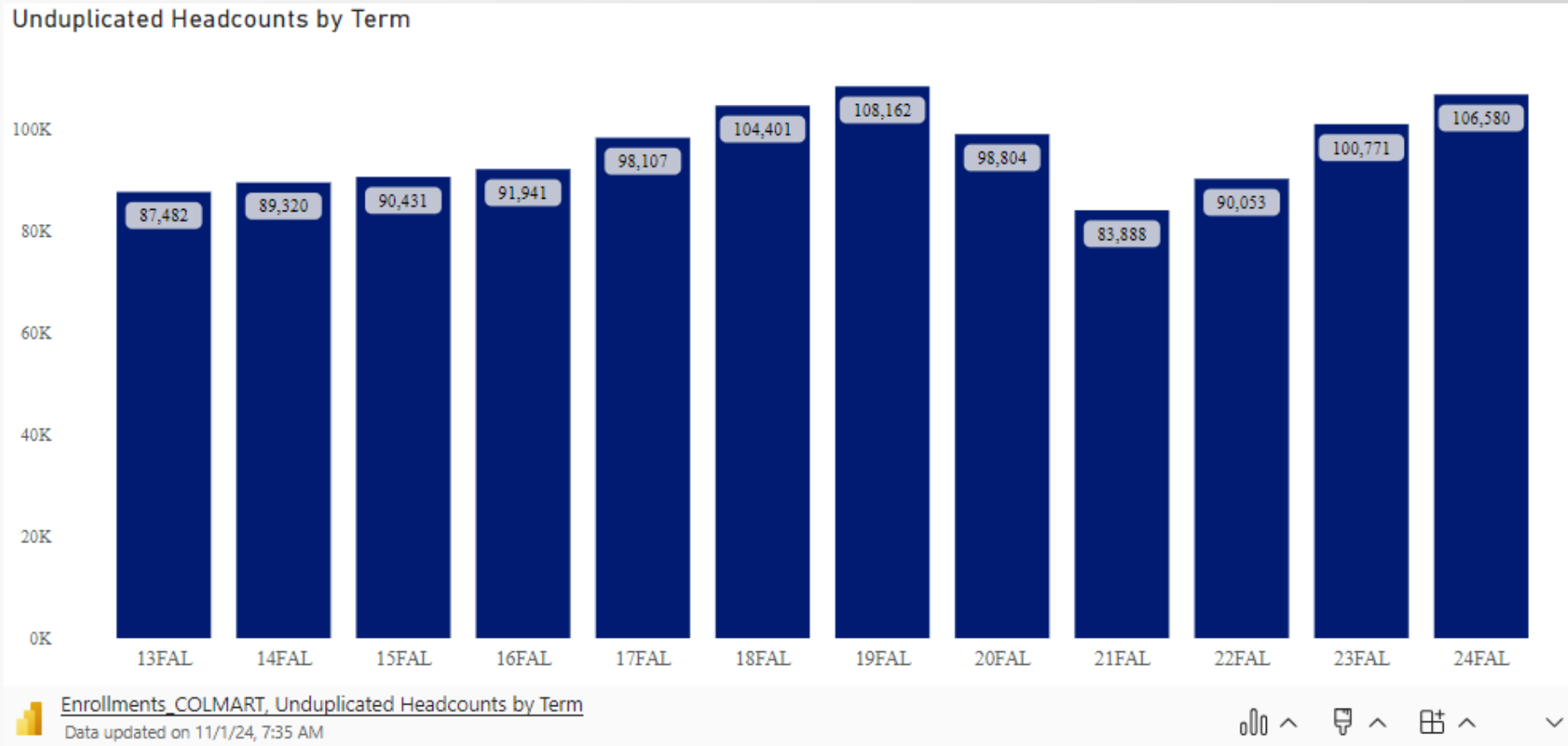
Unduplicated Headcounts by fall terms



Headcount is unduplicated counts of students. Usually done by counting each ID of a student distinctly.



Enrollments by fall terms



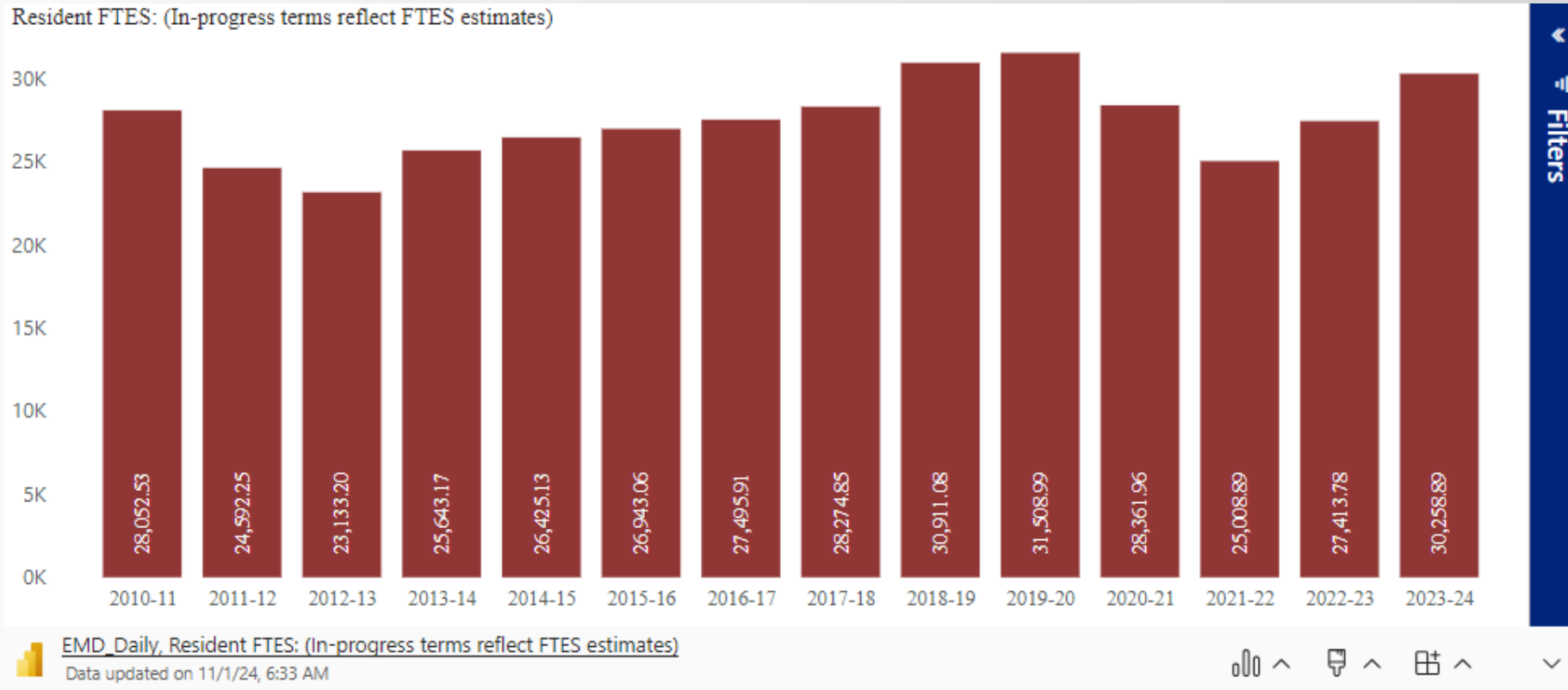
Enrollments are duplicated counts of students. Each time a student registers for a course, they are counted.

For example, there are fewer unique students in fall 2024,



FTES

Resident FTES: (In-progress terms reflect FTES estimates)



FTES are used for enrollment management and essential for metrics like efficiency and fill-rate. All used to make decisions about courses being offered.

Who would use it?



EMD Daily, Resident FTES: (In-progress terms reflect FTES estimates)

Data updated on 11/1/24, 6:33 AM



Chair, Department of Life Sciences

Introducing Dr. Herrick, Department Chair RCC Life Sciences

- How do you access the data and how often?
- What does the big picture data say?
- What does the detailed data say?
- What actions are taken post data?
- What data do you need and do not have?

College: All
Pathway: All

RCCD Enrollment Management Dashboard

College: Select all MOV NOR RIV

Term: 24FAL

Department: All

Instructional Method: All

Time of the Day: All

Subject: All

Filter by Census Count: XCSS_CENSUS_COUNT 0 1310
Filter by Waitlist Count: XCSS_WAITLIST_COUNT 0 112

Course Start Date: XCSS_START_DATE 4/16/1999 6/2/2025
PrimarySections: All

Progress to Credit FTES Target (Resident & NonResident)

Term and College	Target FTES	Projected Cap FTES	Enrolled FTES	FTES Difference to Target	% of Target
24FAL MOV	2957	4,127.32	3147.86	190.86	106.5%
24FAL NOR	3124	4,028.69	3163.42	39.42	101.3%
24FAL RIV	7295	8,288.67	7625.48	330.48	104.5%
Total RCCD	13376	16,444.68	13936.76	560.76	104.2%

Note: FTES for positive attendance classes is projected so it may not reflect the actual.

Sections, Enrollment, Fill Rate, and Wait List

Department	AllSections	Census Count	Capacity	Fill Rate	Waitlist Count
Applied Technology	135	3037	2931	103.6%	598
Art	130	2267	2403	94.3%	200
Behavioral Sciences	144	5559	6103	91.1%	533
Business & CIS	81	2452	3150	77.8%	145
Business Admin/Info Sys Tech	258	6670	8005	83.3%	1004
Chemistry	40	1176	1154	101.9%	147
Communication Studies	87	2473	2620	94.4%	253
Communications	155	3829	4236	90.4%	132
Cosmetology	23	551	599	92.0%	11
Counseling	45	1325	1510	87.7%	70
Counseling/Guidance	41	1189	1413	84.1%	62
Early Childhood Education	42	1426	1572	90.7%	192
Economics, Geo, Pol. Sci.	63	2489	2667	93.3%	284
English & Media Studies	242	6104	6878	88.7%	612
Health, Human, & Public Serv	64	1547	2082	74.3%	49
History/Humanities/Philosophy	100	3618	4379	82.6%	589
Humanities & Social Sciences	345	9720	12885	75.4%	435
Kinesiology	183	3342	5150	64.9%	225
Library & Learning Resources	4	129	140	92.1%	7
Total	4128	107321	133798	80.2%	8928

EMD Orig, Enrollment
Data updated on 11/1/24, 6:04 AM

Data Levels

District

College

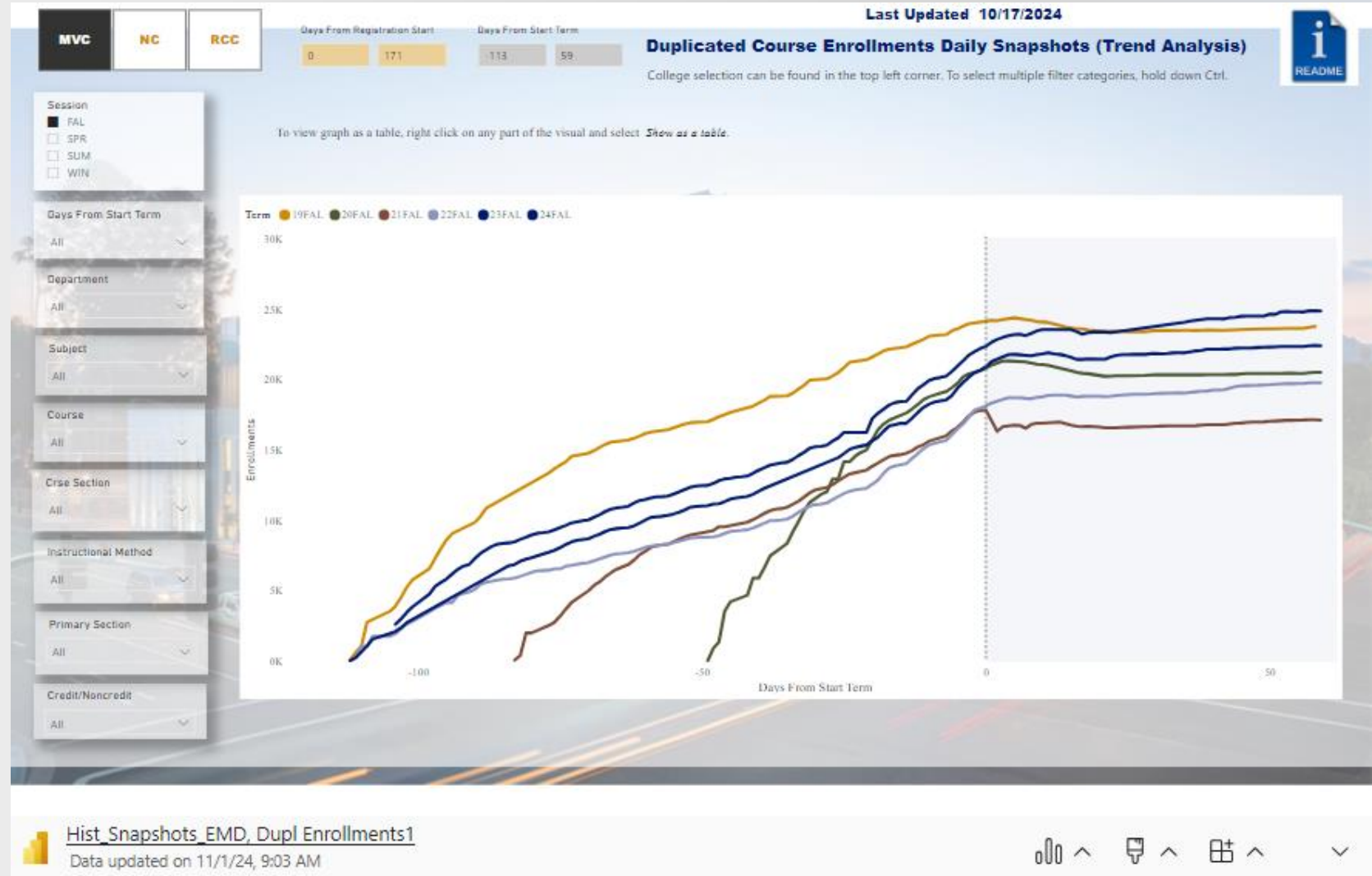
Pathway

Program/Discipline/Department

Course

Section

Student



VPAA- Data Newsletter to Start Conversations

Introducing Dr. Bemiller Ed.D., Interim VP of Academic Affairs at Norco College

- How do you choose and distribute data? What is the purpose of doing so?
- How do you move from big picture data to smaller conversations about courses, students, etc.?
- What metrics do you use most often? How do these add value to your work?
- What improvements or questions do you have about your data?

NORCO COLLEGE
Mustang Monday Memo
 ISSUE NO. 45
 OCTOBER 21, 2024
 ACADEMIC AFFAIRS

ALL ENROLLMENT NEWS THAT'S FIT TO PRINT & OCCASIONALLY OTHER NEWS TOO!

Hello Mustangs,
 We have seen a small dip in FTES since last week, but student drops. Today, Norco College is at 102.9% of our 105.8%. Since last week, we lost about 27 FTES at Norco College! Our efficiency dipped slightly to 487.49 WSCH/FTEF. All in all, enrollment remains

24 FALL FTES TARGET**
 TODAY: 3,274*
 104.8%
 TARGET: 3,124**

Looking at the big picture--our ANNUAL combined total of our 24SUM, 24FAL 2025 targets for both Norco College are achieve in 25WIN and 25SPR.

TERM	NC FTES TERM TARGET	NC FTES TERM ENROLLED
24SUM	708	737.9
24FAL	3,124	3,246.9F
25WIN	625	0
25SPR	2,904	0
Total	7,362	3,984

NORCO COLLEGE
Mustang Monday Memo
 ISSUE NO. 46
 OCTOBER 28, 2024
 ACADEMIC AFFAIRS

ALL ENROLLMENT NEWS THAT'S FIT TO PRINT & OCCASIONALLY OTHER NEWS TOO!

Hello Mustangs,
 Today, Norco College is at 102.6% of our Fall 2024 FTES target. Districtwide, we are at 105.0%. In terms of our Annual FTES target, we are at 53.6%, and the District is at 53.8%. Looking ahead, we will focus on achieving our Winter 2025 target of 625 FTES and our Spring 2025 target of 2,904 FTES.

Since last week, Norco College lost 69 FTES (-2.2%) and unduplicated headcount dropped by 21 students. Our efficiency is 15.0 (FTES/FTEF) or 487.49 WSCH/FTEF, down 1.3% from last week. Average unit load is 8.7, down from 8.8 last week, and down from 8.9 earlier this semester. Enrollments dropped by 295.

24 FALL FTES TARGET**
 TODAY: 3,205*
 102.6%
 TARGET: 3,124**

24-25 ANNUAL FTES TARGET**
 TODAY: 3,943*
 53.6%
 TARGET: 7,362**

ENROLLED FTES COMPARING 19 FALL, 23 FALL & 24 FALL

Hello Mustangs,
 Today, we are at 102.1% of our Fall 2024 FTES target. We saw an increase from last week, likely because of new enrollments in the Late-Start/Accelerated sections. Since last week, we gained 36 FTES (+1.2%) and enrolled 140 more students (unduplicated). Our efficiency is currently 15.2 (FTES/FTEF) or 488 WSCH/FTEF. Here is a breakdown of Efficiency by School:

Department	Primary Sections	Enrollments	Enrolled FTES	FTEF	FTES/FTEF	WSCH/FTEF
Countering/Guidance	35	1,084	101.53	8.8	13.4	482.43
Schd Attach & Appoint - AT&A	102	1,412	109.06	7.8	14.0	446.64
Schd Bus & Signer - B&M	78	2,357	219.96	13.1	16.5	527.86
Schd Comm, Hum & Lang - CHL	209	3,438	731.51	34.6	13.4	433.31
Schd Human & Pub Serv - H&PS	41	1,222	123.57	8.8	14.6	468.40
Schd Managng/Coor - M&C&CO	138	4,094	514.96	31.8	16.8	336.79
Schd Nat Sci, H & Kin - S&Kin	114	3,723	635.41	39.1	16.2	519.79
Schd Social & Beh Sci - SBS	162	3,234	537.33	32.7	16.4	323.30
Schd Visual & Perf Arts - V&PA	62	1,515	188.33	14.3	13.2	421.36
Total	929	26,046	3,188.48	209.2	15.2	487.93

FTES TARGET** 102.1%
TODAY: 3,188*
102.1%
TARGET: 3,124**

we R/District Dashboard
 nonresid FTES AND resident & nonresident credit FTES) only, so final values will be adjusted accordingly previous terms and student enrollment count for current term

HEADCOUNT***
 AY: 12,367
 1023: 11,689
 2019: 11,823

ENROLLMENTS
 TODAY: 26,322
 FALL 2023: 25,257
 FALL 2019: 28,281

GO MUSTANGS! * GO MUSTANGS!



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Guided Pathways Dashboard & District Dashboard App



PPT

Data Sources

Local COLMART

- Live data, it can change from day to day
- Generated from Colleague
- User affected
- Student lists, current term/year enrollments
- Look for “Updated” time stamp

Historical (MIS)

- Officially submitted to the state Chancellors office
- Download aggregated on DataMart
- Internal referential files from Data-on-Demand
- Often historical and public data

When do I use what?

- Do you need current term/academic year data?
- How will I be using my data? Will I be presenting historical trends?
- Do I need student lists for contact or detailed current enrollments?



District IR APP

Easy access to most data you may need

1. Navigate to www.rccd.edu/data (Just add data!)
2. Click on “Dashboards” link on left of page.
3. Scroll down through all public dashboards.
4. Click on app image and login to Office 365 using college email and password.



District IR Dashboards

- District IR Dashboards
- Dashboards - Live Data
- Enrollment Management ...
- Enrollments**
- Details
- Trend Enrol
- FTES
- Efficiency
- Trend FTES
- Trend_Efficiency
- Ret/Suc/Sec/Fill Modality
- Ret/Suc/Sec/Fill Trend
- School FTES
- Low Enrollment Crse
- FTES by Yr
- Student Demographics
- Enrollment Management ...
- Dual Enrollment
- Degree and Certificate Aw...
- Room Sched
- Ally Scores
- RCC Program Review Data...
- Dashboards - MIS Data

Last Updated: 11/1/2024

Current Term Enrollments (RCCD)

MVC | NC | RCC

Target College	Target FTES	Enrolled FTES	% of Target
ZRENAL RCC	1,261	802.81	63.7%
ZRENAL NC	1,028	762.89	74.2%
ZRENAL MVC	2,871	206.59	7.2%
Total	5,160	2,872.29	55.7%

Course	Primary Sections	Enrollments	Prog Grad FTES	Capacity	Waitlisted	FBI Rate No EA	
MAT-881	MAT-881-14297	5	0.14	45	0	11.1%	
MAT-882	MAT-882-43294	5	0.14	45	0	11.1%	
MAT-882	MAT-882-43294	5	0.14	45	0	11.1%	
MAT-882	MAT-882-43294	11	0.30	45	0	24.4%	
MAT-884	MAT-884-43296	11	0.30	45	0	24.4%	
MAT-884	MAT-884-43296	12	0.33	45	0	26.7%	
MAT-884	MAT-884-43296	12	0.33	45	0	26.7%	
PHI-32	MAT-32-28156	4	0.40	50	0	9.5%	
PHI-32	MAT-32-28156	4	0.40	50	0	9.5%	
MAT-12H	MAT-12H-43293	14	1.97	20	0	70.0%	
MAT-12H	MAT-12H-43293	14	1.97	20	0	70.0%	
MAT-1AH	MAT-1AH-14292	14	2.20	20	0	85.0%	
MAT-1AH	MAT-1AH-14292	14	2.20	20	0	85.0%	
MAT-72A	MAT-72A-32751	23	2.23	60	0	25.0%	
MAT-72A	MAT-72A-32751	7	0.90	45	0	15.0%	
MAT-26	MAT-26-14291	16	2.25	45	0	35.0%	
MAT-26	MAT-26-14291	49	5.62	43	14	81.0%	
MAT-26	MAT-26-14291	49	5.62	43	14	81.0%	
MAT-3	MAT-3-26794	89	8.49	132	0	68.2%	
MAT-3	MAT-3-26794	24	2.53	45	0	53.3%	
MAT-3	MAT-3-48333	27	2.85	42	0	64.3%	
MAT-3	MAT-3-48333	39	4.11	45	0	66.7%	
MAT-105	MAT-105-26226	146	18.19	200	3	73.0%	
MAT-105	MAT-105-26226	18	1.27	45	0	40.0%	
MAT-105	MAT-105-43234	18	1.27	40	0	60.0%	
MAT-105	MAT-105-43234	20	2.11	40	0	75.0%	
MAT-105	MAT-105-43234	33	2.32	40	1	62.5%	
MAT-105	MAT-105-43234	47	3.23	45	1	104.4%	
Total		285	8,548	1,245.21	12,652	422	79.4%

Open Seats

College	Open Seats
RCC	1,892
MVC	767
NC	501

Waitlist

College	Waitlist
RCC	137
NC	19
MVC	0

Filters

Search

Filters on this page

College is (All)

xcss_term is (All)

Filters on all pages

Course Sec is not blank

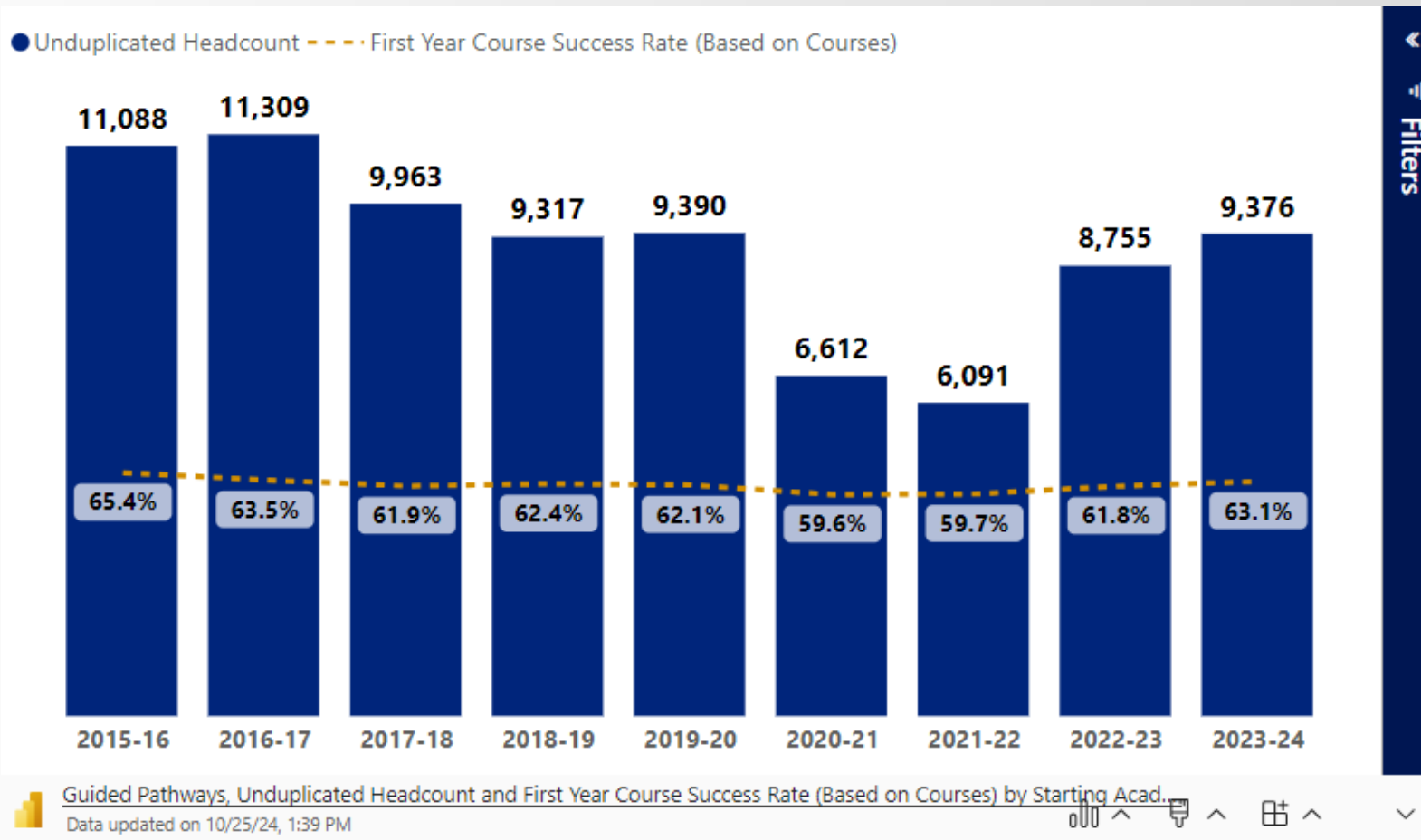
EMD_Daily_Enrollments
Data updated on 11/1/24, 6:33 AM

Navigation icons: Home, Back, Forward, Refresh, etc.

Guided Pathways

Guided Pathways Data

- Cohort analysis
- Uses first-time students identified in MIS data
- Answers questions about enrollments, momentum, and completion.
- Looks at persistence, full-time part-time, demographics, math/English, and completion
- Uses MIS data for historical metrics.



Guided Pathways

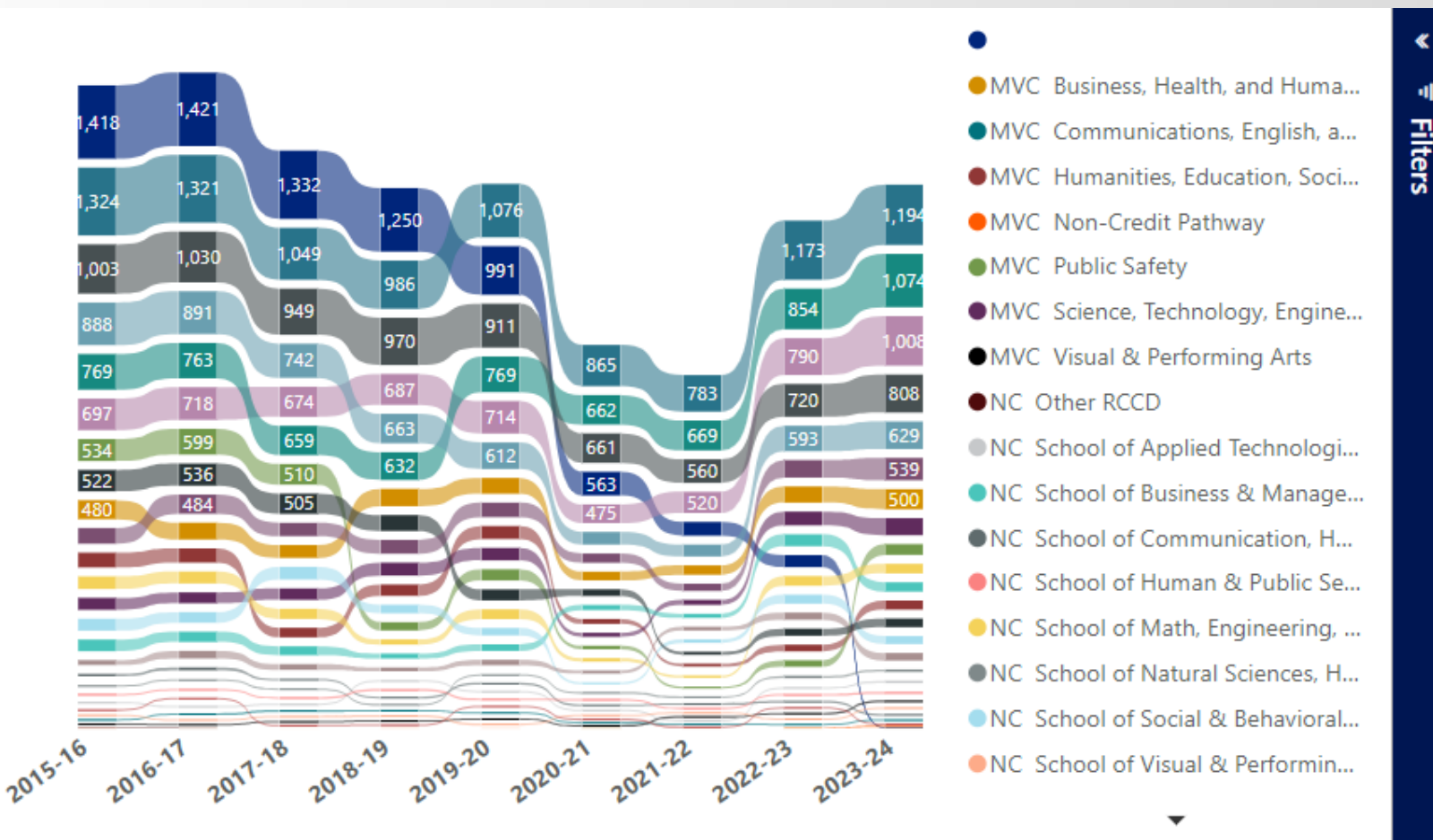
Guided Pathways Data

Ribbon charts show metric changes by sorting categories from largest to smallest

They are useful to visualize progress and changes as compared to the overall groups.

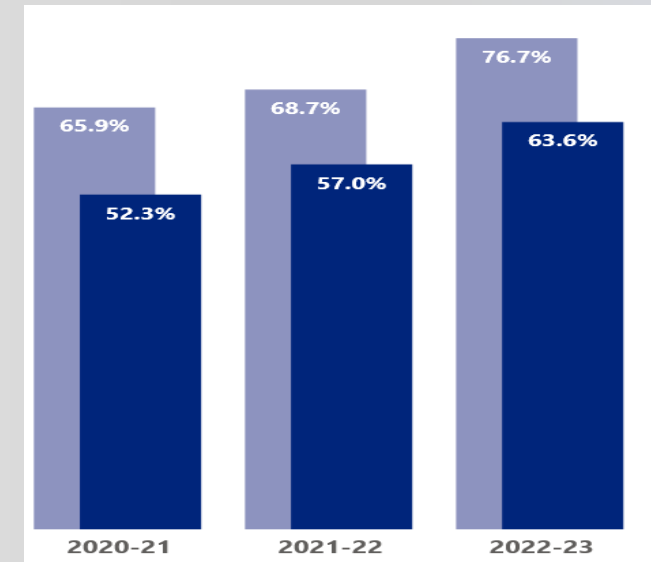
They also show pivotal times for a program/pathway/demographic and can provide insight for patterns.

Could go down to student level data for actionable work (access upon request and need) Data request from our office



Dean of STEM, MVC, Dr. Peju

- **How many students are enrolled in STEM program?**
 - How has that changed over time? How does that compare to overall?
- **How are students performing in STEM courses?**
 - Are there any trends in grades or pass rates that need attention? What are the success, retention and graduation rates?
- **What is the demographic breakdown of our STEM students?**
 - Are we making progress in increasing diversity? Are there disparities among the different demographics?
- **How are we doing with our scheduling?**
 - What are our sections, fill rates, waitlists, FTES, FTEF, efficiency?



Time to dig in!

Instructions:

Use the resources and examples provided to you in previous slides to explore the data related to your area.

Answer the questions presented by the Slido.

If you have questions about the data, you can use the Q&A feature and a Research Analyst will help you find what you may need. Or raise your hand and someone can roam to you to help.



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Resources Available

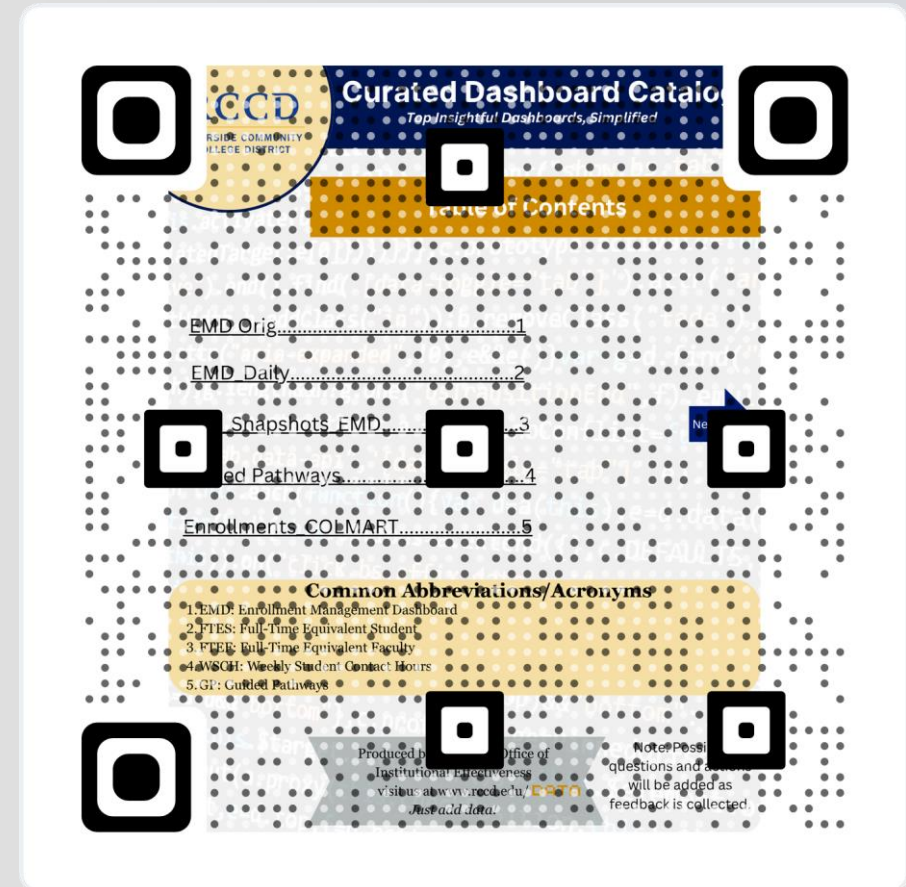


Curated Dashboard Catalog

Easy access to most data you may need

Top 5 most trafficked reports:

1. **EMD Original**- Emailed report with enrollments
2. **EMD Daily**- (in App) focuses on enrollment management metrics and course metrics.
3. **Historical Snapshots EMD**- (In App) focuses on course enrollment highlighting how enrollment changes as the start of the term nears.
4. **Guided Pathways**- (In App) focuses on the first-time students' journey and vital points in their academic career
5. **Colmart Enrollments**- focuses on the overall student population providing demographics and headcount trends.



College IR Resources

Moreno Valley College website navigation: About Us, Academics, Admissions and Aid, Student Support.

College Data Library

Institutional Effectiveness Reports

MVC's office of Institutional Effectiveness provides support for outcomes assessment, college-wide research and systematic and continuous evaluation of college processes. The College's enrollment and outcome information is available online through interactive dashboards and reports.

College Strategic Plans > District Strategic Plans >

Institutional Effectiveness Reports

Choose an area of focus to find related data and additional dashboards.



<https://mvc.edu/admin/departments/institutional-effectiveness/data/index.php>

NORCO COLLEGE

Submit a Research Request

CLICK HERE

Home / Planning & Development / Institutional Effectiveness

Norco College

Institutional Effectiveness

Assessment Committee



<https://www.norcocollege.edu/sdi/index.html>

Riverside City College website navigation: MyPortal, Faculty/Staff, Alumni, Canvas, LINKS.

Institutional Effectiveness

Faculty and Staff Resources

Academic Senate

Assessment Resources

Canvas

Concur

CurricUNET

Employee of the Month

Faculty Association

Faculty Development

FD Committee

Faculty Library Resources

Home > Faculty and Staff Resources >



<https://www.rcc.edu/faculty-resources/institutional-effectiveness.html>

Big picture:

Explore the “big picture” of your data. Pick a metric and start with the college, pathway/program etc..

- What stands out when you look at these dashboards?
 - **Longitudinal patterns:** Increases and decreases across the years
 - **Comparisons** across district/college/pathways, gender, race/ethnicity, age, etc..
- What further questions does it bring?
 - Why? Did this increase/decrease?
 - What happened during this time that could have cause this?
- How does this affect my area?

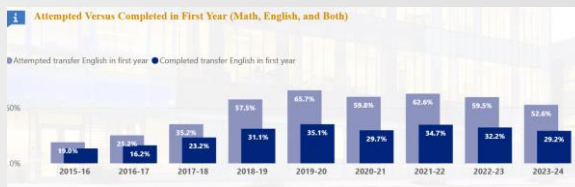
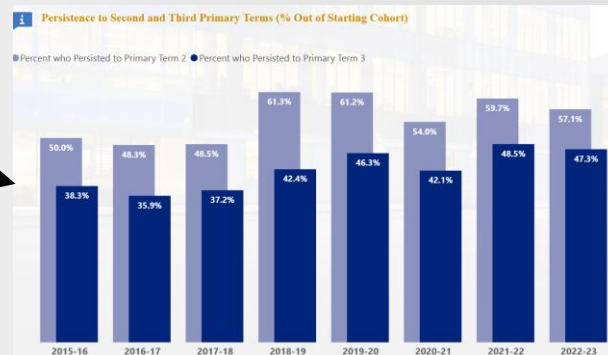
District IR Dashboards

- Dashboards - Live Data
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- Degree and Certificate Aw...
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- RCC Program Review Data...
- Dashboards - MIS Data



Digging deeper:

Explore the “**details**” of your data. This is when you can look down into courses, students metrics like success, retention, persistence, completion. Think of the “Student Journey” and how your area affects their pathway.




Exploring Questions

Keep these Questions in mind when exploring the data:

1. How do I use the Data Dashboards with regards to my role? (Staff, Faculty, Dean, Department Chair, Educational Advisor, etc. Please include your role and question number.)
2. How does data help me in my role to facilitate guided pathways?
3. In what ways does the data assist me in planning for my students/pathways?
4. What data do I need that I do not have? What could you do differently if you had this data?

SLIDO Instructions

To join, scan the QR Code on your phone or device

OR

Go to www.slido.com and enter the join code
2800 951



Join at

slido.com

#2800 951

Standard of Care Ratio Model

Ratios:

- 1 counselor per 500 FTES
- 1 educational advisor per 250 FTES
- 1 tutor per 50 FTES

College	Term	Pathway	Headcount	Estimated FTES as of 10/3/2024	# Counselors FTE	# Educational advisors FTE	# Tutors FTE
MVC	24FAL	MVC Business, Health, and Human Services	2335	753.09	1.51	3.01	15.06
		MVC Science, Technology, Engineering, and Mathematics	1927	709.81	1.42	2.84	14.20
		MVC Humanities, Education, Social and Behavioral Science	1331	420.55	0.84	1.68	8.41
		MVC Public Safety	1230	454.54	0.91	1.82	9.09
		MVC Visual & Performing Arts	444	155.13	0.31	0.62	3.10
		MVC Communications, English, and World Languages	286	84.02	0.17	0.34	1.68
		MVC Non-Credit Pathway	34	6.51	0.01	0.03	0.13
		MVC Other (Unknown/Un-mapped)	97	27.40	0.05	0.11	0.55
College Totals			7684	2611.05	5.22	10.44	52.22
NC	24FAL	NC School of Math, Engineering, Computer Science & Game Develop	1801	628.35	1.26	2.51	12.57
		NC School of Social & Behavioral Sciences	1516	482.44	0.96	1.93	9.65
		NC School of Business & Management	1337	420.43	0.84	1.68	8.41
		NC School of Applied Technologies & Apprenticeships	1023	184.81	0.37	0.74	3.70
		NC School of Natural Sciences, Health & Kinesiology	1017	371.64	0.74	1.49	7.43
		NC School of Human & Public Services	692	217.50	0.43	0.87	4.35
		NC School of Communication, Humanities & Languages	498	158.98	0.32	0.64	3.18
		NC School of Visual & Performing Arts	490	173.84	0.35	0.70	3.48
NC Other (Unknown/Un-mapped)	82	7.24	0.01	0.03	0.14		
College Totals			8456	2645.23	5.29	10.58	52.90
RCC	24FAL	RCC Business, Information Systems, & Technology	5181	1777.99	3.56	7.11	35.56
		RCC Health-Related Sciences	5141	1926.24	3.85	7.70	38.52
		RCC Social & Behavioral Sciences	3059	1070.90	2.14	4.28	21.42
		RCC STEM	2800	1133.28	2.27	4.53	22.67
		RCC Advanced Technical Arts & Trades	2721	1069.11	2.14	4.28	21.38
		RCC Visual, Performing & Creative Arts	1940	905.53	1.81	3.62	18.11
		RCC Education & Teacher Preparation	1281	425.26	0.85	1.70	8.51
		RCC Languages & Humanities	1135	388.09	0.78	1.55	7.76
		RCC Non-Credit Pathway	160	38.71	0.08	0.15	0.77
RCC Other (Unknown/Un-mapped)	204	58.70	0.12	0.23	1.17		
College Total			23622	8793.81	17.59	35.18	175.88
RCCD	24FAL	District Totals	39762	14050.09	28.10	56.20	281.00

Retreat Slido Questions 1-3 Thematic Analysis

The following themes were generated using ChatGTP4o with responses and the following prompt:

"Can you generate thematic analyses on each question and show a percentage for each category and elaborate with some actual text examples for each"



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Slido Q1

N = 56

**Engaging Students
Thematic Analysis**



- 1. Cross-Division Collaboration (49.1%)**
- 2. Building a Positive Institutional Culture (31.5%)**
- 3. Understanding Student Demographics and Needs (8.3%)**
- 4. Interactive Feedback Mechanisms (8.3%)**
- 5. Authenticity and Relatability (2.78%)**



Cross-Division Collaboration (49.1%)

Focus on fostering teamwork across various departments to create a unified approach to student engagement.

Examples:

- "Work across divisional silos--transforming our institution."
- "Collaboration across different departments to streamline support for students."
- "Encourage cross-functional partnerships to enhance student experiences."

Building a Positive Institutional Culture (31.5%)

Emphasizes establishing an inclusive, respectful culture that supports both students and staff, fostering a sense of community.

Examples:

- "Create the same type of culture for our colleagues as we want for our students."
- "Establish a welcoming atmosphere where everyone feels valued."
- "Cultivate a culture of care and support to improve engagement."

Understanding Student Demographics and Needs (8.3%)

Focuses on recognizing specific characteristics of students, such as part-time enrollment, to better address their needs.

Examples:

- "The majority of our students are part-time. We need engagement strategies that accommodate their schedules."
- "Our students have diverse backgrounds; we should tailor our approach to meet various needs."
- "Understand the unique demographics of our student body to create relevant programs."

Interactive Feedback Mechanisms (8.3%)

Highlights the importance of setting up interactive platforms for feedback, helping students feel heard and valued.

Examples:

- "Create Interactive Feedback Platforms: Implement tools for real-time feedback."
- "Allow students to provide ongoing feedback to ensure our services align with their needs."
- "Establish a transparent feedback loop to boost student satisfaction."

Authenticity and Relatability (2.8%)

Encourages staff to be genuine, approachable, and empathetic, building stronger connections with students.

Examples:

- "Be authentic, human, humble, and relatable."
- "Show empathy in interactions to build trust with students."
- "Engage in honest conversations to create genuine connections."



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Slido Q2

N = 36

**Barriers to Student Success
Thematic Analysis**



1. Complex Academic Procedures (35.3%)
2. Clarifying Support Structures (21.6%)
3. Cross-Department Faculty Engagement (19.6%)
5. Math Placement Clarity (13.7%)
4. Counseling and Availability Issues (9.8%)

Complex Academic Procedures (35.3%)

Focuses on the confusing terminology and processes within academic policies, which can hinder students' understanding and progress.

Examples:

"The terms academic probation and progress probation are unclear for students."

"Need to simplify and clarify academic guidelines to avoid confusion."

"Many students struggle with understanding the technical terms in academic policies."

Clarifying Support Structures (21.6%)

Emphasizes the need for clearer roles and functions within support systems, ensuring students know where to seek help.

Examples:

"Clarify EA support structure. Clarify roles of support staff."

"Students often don't know who to contact for specific issues."

"Improving the visibility and accessibility of support resources is crucial."



Cross-Department Engagement (19.6%)

Highlights the importance of faculty and staff involvement and collaboration across departments to enhance student success.

Examples:

"Encourage cross-department communication to address student needs."

"Participate in early alert systems."



Math Placement Clarity (13.7%)

Focuses on the need for clearer guidelines around math placement to prevent confusion and misplacement.

Examples:

- "#6 - for Math placement, actually list the classes required."
- "Clearer math placement criteria could improve student readiness."
- "List math requirements in a way that's easy for students to understand."

Counseling and Availability Issues (9.8%)

Addresses barriers related to limited counseling hours and difficulties in scheduling, which can delay student assistance.

Examples:

"Counseling hours/appointment times are not flexible enough."

"Students struggle to get timely counseling appointments."

"Extended hours would help meet the needs of students with diverse schedules."



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Slido Q3

N = 25

**Engaging Students Using Technology
Thematic Analysis**



1. Accessible Technology and Digital Tools (25%)
2. Training and Support for Technology Use (20%)
3. Streamlined Communication Platforms (18%)
4. Inclusive and User-Friendly Systems (15%)
5. Cross-Functional Collaboration and Transparency (12%)
6. Equity and Representation in Technology Decisions (10%)

Accessible Technology and Digital Tools (25%)

Emphasis on providing essential devices (e.g., laptops, hotspots) and creating access points like digital kiosks and loaner computers to support students' technology needs.

Examples:

- "First and foremost, the technology for the student to succeed: chromebooks, webcams, hotspots."
- "We need designated print centers for students to print in color, print posters, print homework."
- "Students need access to hotspots and laptops."

Training and Support for Technology Use (20%)

Underlines the importance of training faculty, staff, and students on existing technologies before investing in new ones.

Examples:

- "We need to know what technology we have and train people how to use it before we buy something new."
- "Offer regular training sessions on data interpretation techniques and best practices in using student engagement tools."
- "Have student services offices record five-minute videos highlighting what they offer and how to access services."

Streamlined Communication Platforms (18%)

Highlights the need for effective communication methods like texting systems, case management software, and mobile apps to ensure students are informed and connected.

Examples:

- "A college app that streamlines access to commonly needed information and advertises resources, including academic support."
- "We need easier ways to reach out to students via text."
- "Communicating through phone call and email does not work. Text is one of the main ways they communicate."

Inclusive and User-Friendly Systems (15%)

Focus on making technology accessible for students with varying tech skills, as well as ensuring that user interfaces are intuitive and mobile-friendly.

Examples:

- "Accommodating students with varying levels of technology proficiency requires a thoughtful, inclusive approach."
- "We need to improve our understanding of how students use Canvas and other resources on mobile devices."
- "Offer tiered technology orientation sessions to accommodate different proficiency levels."

Cross-Functional Collaboration and Transparency (12%)

Emphasizes interdepartmental collaboration and streamlined data-sharing platforms to better support students across departments.

Examples:

- "Implement a centralized data hub where all departments can access real-time insights on student needs and engagement trends."
- "Integrated project management software to track progress on initiatives and ensure accountability."
- "Cross-department communication channels to foster transparency and collaboration."



Equity and Representation in Technology Decisions (10%)

Ensures that technology and engagement strategies consider diverse student backgrounds, particularly students of color.

Examples:

- "Why are none of these questions tied to students of color? All these questions need to be reframed for students of color."
- "Do we, with our positionality, understand what students need?"
- "Where is the student voice in these decisions?"