Student College Conversation Notes
Oct. 18, 2017, Recital Hall
Moderator: Rick Schubert

1. Why do you think people drop out of CRC?

- Family issues
- Bad grades
- Can't balance school & work
- Financial issue(s)
    - I did not qualify for financial aid but I didn't know I could apply for BOG waiver.
- Different priorities in life
- Could not handle 18 units(/semester)
- Students do not know how valuable CRC/community college is—show them that this is not a "lower tier" education.

RESPONSE:

- ✓ With the Student Experience Lifecycle, we may be able to identify the financial aid that students qualified for—and this may lessen the students' need to work (so many hours).
- ✓ In addition, we want to initiate "Early Alerts" to catch people before they realize they need specific services.
- ✓ Program maps will clarify the relationship between degrees, certificates, and transfer readiness on the one hand and transfer and career opportunities on the other.
- ✓ We may develop in-person and/or web-based programs that feature alumni to demonstrate the value of a CRC education.

2. What can CRC do to help students?

- Students don't know the courses they need (for their major)
- Push for faculty advisor (since we see them the most)
- Have the College suggest a list of courses to take
- Have faculty check in with students
    - Show that faculty care about students (more)
    - One of my teachers keeps a binder in class with all the things that are happening around campus—but I only have one instructor that does this. I think all instructors should keep us informed.
    - Instructors should tell us what is happening around campus on canvas.
- Offer an optional 6-8 week fast track course that orients students to the college, its services, and how to succeed in college (e.g., how to take notes, how to study, etc.)
- Educate counselors to help students more
    - "I just wasted 3 semesters because I took courses the counselor said to take but they weren't needed for my goal."
    - You need to see the same counselor.
    - I got different messages from different counselors.
    - My EOPS counselor said one thing and the counselor said another.

- o "I don't trust the counselors."
- Students don't know about the services until they are failing or have failed.
  - o Incorporate support programs and services [into student's path] to help students be successful from the start.
- The staff need to communicate with each other; the faculty need to communicate with the staff
  - o Everyone should be providing the same/consistent and clear message (guidance) to the student.
  - o I spend so much time "running around" and it is frustrating because I get different answers from each person!
  - o I get a lot of "I don't know" from people here and it is really discouraging.
- Provide more hands-on things to help me learn/understand
  - o Just like taking lecture notes, I retain and understand things more if I have to do something.
- Therapy dogs during mid-term and finals week to help us deal with stress
  - o This will also allow us to bond with other students.
- Make eService (for enrollment) more user-friendly
  - o The system has not changed in over 8 years (or more) since I was here last.
  - o There is no "Back" button. If you make a mistake, you have to start all over.

RESPONSE:
- ✓ The new Enrollment Management Software may change the enrollment process and it may be more user-friendly to enroll in classes.
- ✓ Provide program maps for students who declare a major/interest.
- ✓ Provide exploratory maps for students who are unsure.
- ✓ Consider the concept of instructional faculty advisors and discipline-specific advising to help students.
- ✓ With the Student Experience Lifecycle software, we would hope the same message would be provided to the students to avoid any confusion/misunderstanding. However, this also means that we need to ensure that everyone knows the policies and procedures (or at least know who to send the students to for answers)
- ✓ Improve the communication between staff (services) and staff, faculty and faculty, as well as staff and faculty. Cross train staff, instructional faculty, and student services faculty. Provide PD opportunities that strengthen the relationships among campus employees.
- ✓ To address the hands-on experience—provide something hands-on (e.g., F2F interaction with student services or other students who benefited from a service) so that the students can fully appreciate what is being offered and available here (for them).
- ✓ Consider the requirement of a WEXP course to introduce the students to the area/career of interest.

3. How do you learn about the services on campus?

- We don't know what is going on with the campus.
- CRC is "closed" off and we come here, go to class, then we leave.
- Everyone seems so busy that it is hard to talk to anyone [even other students].

- A few Faculty provide information about events on campus in class.

RESPONSE:

- ✓ The Student Experience Lifecycle will help identify the services that students need/qualify for.
- ✓ Continue to send out emails and tweets to students.
- ✓ Utilize Canvas to send out event/service/deadline notifications to students. (Is it possible for the College to send an "announcement blast" to all Canvas courses?)
- ✓ Meta-major distribution lists and major/discipline/program distribution lists can provide targeted event announcements likely to be of special interest to students on certain pathways.

4. How can we best communicate with you?

- Email (linking the Los Rios email to my personal email).
- "As an adult, it is on me to look for the services/events/support."
- Get it out there (via email/Canvas) to the point that it is almost uncomfortable (and we will read it).
- Social media
- Maintain a "CRC Advise" option on our website.
- In order of preference: 1. Faculty—announcing in class, 2. Email, 3. Social media (Twitter, Instagram, Snapchat). [FYI, CRC has twitter account: @CRCHawks and Instagram: ChooseCRC.]
- The counselors should provide a list of where to get resources to students.
- Send emails that are related to my major.
- Create a CRC App to post events/info about services.

RESPONSE:

- ✓ Provide relevant information (e.g., related to major) to students via email or via course specific to the major using Canvas.
- ✓ Continue with emails and social media.
- ✓ Redesign the CRC web page to make it user-friendly (get to where they want to go with the minimal number of clicks) and highlight pathways/career exploration/etc. as well as academic events and other opportunities for engagement beyond the classroom.

* ~60% raised their hands to say that they know what major they want to pursue. Of that 60 %, approximately 40-50% know what courses they need to take.

5. How do you determine what classes you are going to take?
- See a counselor.
- Use ASSIST.org
- Use the IGETC list for CRC available by Google search
- Use Rate My Professor to identify which sections of a course to take
- "Area of Study" on the webpage and look up the list of courses required for your major.
- "What does 'articulate' mean?"
- "I had to call the college I plan to transfer to [because the information I received at CRC wasn't clear]"

RESPONSE:

- ✓ Program maps will be available for all students and even students who are unsure (exploratory map).
- ✓ Program maps will be available for AA, AD-T, transfer within a major, and IGETC.

6. Are you willing to attend a CRC Orientation?

- Make it optional.
- Make it not-graded.
- 60-70% raised their hands to say that they are willing to attend an F2F orientation—especially if it was short (~2 hours).
- ~10% expressed they were willing to attend a longer (e.g., a whole week—perhaps 2-3 hrs/day) orientation.
- In-person orientation for those new to college; online for those who have experience with college.

~70% expressed the desire to have another College Conversation (to continue the dialogue).