

THEMES:

Retention and Student Success

Reasons for student departure/dropout/attrition/non-returning:

- Communication with faculty
- Course-related difficulties
- Finances
- Life circumstances (housing, changes in employment, family)
- Lack prerequisite
- Transportation changes or difficulties
- Lack a support system (parents, spouse, extended family, faculty, other college employees)
- Health related issues
- Lack of social connections
- Changes in child care services
- Class schedule no longer fits due to life changes
- *Hostile Campus Climate – “chilly climate”
- *Isolation inside and/or outside of classroom - lack sense of belonging
- *Academic Failure
- *Unmet Expectations of college life/campus environment
- *Medical Emergencies/Care-giving
- *Lack of “Ethic of Care” from college faculty and staff members
- *Teaching Styles not matched with student learning styles

Factors affecting persistence and success:

- Clearly defined goal
- Understand strengths – strong sense of self
- Internally motivated
- Invest time in succeeding
- Family involvement/strong support network
- Class schedule that fits needs
- Knowledge of resources and willingness to access help by using the resources
- Ability to pay the costs
- Work situation that accommodates class schedule
- Adequate/comfortable child care
- Comfortable in the environment
- Positive perception of the college (facilities, services, faculty, class schedule, programs offered, image in the community)
- *Interaction with Faculty and Staff
- *Positive Learning Experiences, i.e., peer learning, active learning
- *Family Support
- *Inner Determination/Motivation
- *Social and Academic Integration

Expectations of first-time students:

- Mandatory assessment and placement
- COL 101
- Full-time orientation program
- Part-time students have no requirements other than placement testing when registering for English or math
- *Mentoring Relationships
- *Knowledge of Tutoring, Financial Aid, and Job Placement Services and other student support services
- *Career Counseling and Advising

Demographic trends affecting student profiles:

- Number of minority students
- Number of minority faculty at the college
- Services and programs for minority students
- Bus service/public transportation from all communities in the district
- Number of students with disabilities
- Programs and services for students with disabilities
- Employment trends in the district (unemployment rate)
- Housing trends
- Number of other colleges/trade schools/vocational schools in the district
- Number and types of businesses and industries in the district
- Number of returning adults
- Number of distance learners
- Number of international students
- Number attending another college at the same time as MVCC
- Number of part-time students
- Number of hours worked each week
- First-generation

Student adaptation to college environment:

- Understanding of policies/procedures (Registration, Records, Assessment)
- Knowledge of resources and support services (Counseling, Advising, Tutoring, TRIO, Multicultural)
- Willingness to access resources for help
- Opportunities to talk with instructors before/after class/outside classroom
- Opportunities/places for meeting students other than the classroom
- Ability to use the LRC
- Ability to use/access to technology
- Study habits
- Prerequisite skills/basic skills
- Language
- Help with nonacademic responsibilities
- *Opportunities for Social Engagement/Involvement (i.e. student life activities)
- *Mentoring Relationships

Student social integration:

- Club/organizations that appeal to a wide variety of students
- Social events
- Social events for new students
- Lounge space
- *Participating in community organizations, church groups, politics etc.

Under-representation of minorities in science, math, etc.:

- Number of minority faculty in science/math
- Financial aid/scholarship program for science/math-related disciplines/programs
- Tutoring services
- Recruitment of minorities to science/math-related programs
- *Under-preparedness

Minority persistence:

- Support programs
- Financial support
- Transportation
- Family support
- Child care
- Job placement assistance
- *Critical Mass of other People of Color
- *Access to College Resources
- *Interaction with Faculty and Staff (encouragement and support)
- *Campus Climate
- *Social and academic involvement
- *Personal Motivation
- *Teaching styles that are conducive to cultural learning styles
- *Sufficient reading and study skills resources to support learning
- *Abundant minority role models in long-term mentoring programs that include professional credible individuals in the community, as well as college staff members
- *Freshman seminars for minority disadvantaged students (and non-minority) from high school “general skills” and ESL programs
- *“Cultural” activities that include cross-cultural experiences, as well as personal traditional practices and observations

Minority student perceptions of student support services:

- Mentoring
- Orientation programs
- Family information/orientation opportunities
- Transportation
- Financial support
- Linkages to community resources
- Recruitment
- *Access to College Resources (i.e., career counseling, job placement)
- *Academic Advisor, Counselor Assistance
- *Friendly Staff members – open doors
- *Opportunities for Student Organizational Involvement (i.e. cultural affiliations)

Academic advisement:

- Access to advisors
- Faculty advising
- Mandatory advising/assigned advisor
- Online advising
- Initial advisement for new students
- *Helpfulness of advisors
- Sensitivity and awareness of diversity of students in ESL and IEL programs in education, as well as life-experiences

Student-to-faculty relationships:

- Office hours
- Opportunities outside the classroom
- Faculty mentoring
- *Faculty encouragement and support (i.e. referrals to tutors)

- *One-on-one individual assistance
- *Faculty providing students with various options for learning (i.e., innovative technologies)

Student satisfaction:

- Parking
- Class schedule
- Job services
- Facilities
- Computer access
- Lounge areas
- Food services
- *Child Care
- *Counseling and Advisement Services
- *Disability Services
- *Support Services
- *Minority Student Affairs Areas

Student educational goals:

- Two-year degree (transfer or career program)
- Short-term program (certificate)
- Non-credit classes
- Classes to upgrade job skills
- Courses only for transfer to Bachelor's program.
- ESL/GED/ABE
- Classes to make career change
- Developmental classes to build basic skills

Learning Communities:

- Linked classes
- Coordinated classes
- Linked activities
- Co-curricular
- Small group activities/group projects/collaborative learning
- Peer mentoring
- *Core Curriculum
- *Cohort Groups
- *Common Interest Based
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