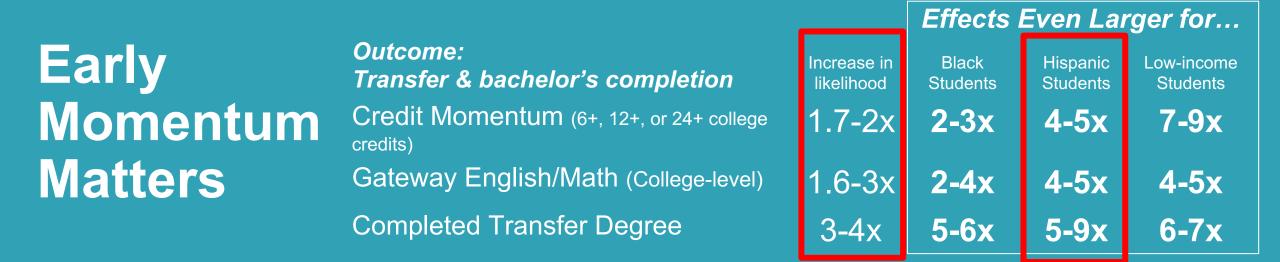


A second look at program enrollment data

Hana Lahr, CCRC February 10, 2023

Why do we look at program-level data?

- 1. Programs speak to a student's "why" for enrolling
- 2. Program momentum predicts program completion
- 3. Program data is close to practice and actionable



Effects Even Larger for... Outcome: Hispanic <u>_ow-income</u> Increase in Black Transfer & bachelor's completion likelihood Students **Students** Students Credit Momentum (6+, 12+, or 24+ college 1.7 - 2x2-3x4-5x7-9x credits) Gateway English/Math (College-level) 1.6-3x 4-5x 2-4xCompleted Transfer Degree 5-9x5-6x

- Read more about early momentum metrics:
 - https://ccrc.tc.columbia.edu/publications/early-momentummetrics-college-improvement.html
 - https://ccrc.tc.columbia.edu/publications/early-momentummetrics-leading-indicators.html



Questions to ask when looking at program

enrollment data

- What programs are our students enrolled in upon college entry?
- How many students are not in a clear program?
- Which programs lead to greater or lesser opportunity for employment and/or transfer?
- Is student representation across programs proportionate?
- What questions do these data raise about student onboarding?



Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing

whole-college guided pathways reforms to create clearer paths to college and career success for students. The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called "meta-majors"; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of students.

in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only "Are students persisting and completing?" but also "Do our programs really lead to the education and career outcomes students seek?" and "Is student representation across our programs equitable?"

reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.

Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor's degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor's degrees in math-intensive fields, for example, leading to stronger labor market returns.



Is it clear to students what your programs lead to?

Category

Workforce: Low

Workforce: Medium

Workforce: High

Transfer: Structured

Transfer: Unstructured

Undeclared or Unknown

Uncategorized or Other



What programs do you think most of your students are choosing when they enter the college?



2. Program Enrollment Equity Mapper Highlights

The following slides include highlights for your college from this Excel tool, which are based on data your college on enrollment of students by program fall 2021. These slides include information and inquiry questions (in the speaker notes) on:

- 1) Enrollment in your top 10 largest programs or program areas
- 2) Enrollment in all programs by meta-major (field) or program area
- 3) Enrollment in all programs by degree of alignment with job and transfer outcomes
- 4) Enrollment in largest programs by race-technicity

Enrollment by Program: Questions for Inquiry Into Your Data

- 1. Which students are currently enrolled in a program that clearly leads to job and/or efficient transfer in fields of value to students and communities?
- 2. What students are not in programs that have an clear job and/or transfer outcomes?
- 3. Are certain groups of students underrepresented in programs that lead to strong job and major transfer outcomes? What barriers does the college create?
- 4. How could we use data like these to help identify students without a clear plan and recruit them into programs in fields they would be motivated to complete?
- 5. How can we engage a broader group of colleagues in using program enrollment data to improve recruitment and retention of students from underrepresented groups into programs with strong career and further education outcomes?

What are some takeaways from your college's program enrollment data?



Top program enrollments

Include all students enrolled in fall 2021, including credit and noncredit enrollments if available, degree- and non-degree-seeking students, first-time and continuing students, full- and part-time students, and current and former dual enrollment high school students.

What are our top 10 programs by enrollment?

(1) Program Name	(2) Student Count	(3) Percentage of All Students	(4) Meta-Major/ Broad Area*	(5) Workforce/ Transfer Category**	(6) Under- or Overrepresented Student Groups***
1. Workforce	310	20.2%	Workforce	Workforce – Middle	Over
2.General Studies	302	19.6%	Transfer	Transfer - Unstructured	Over
3.Dual Enrollment	176	11.4%	DΕ	Other	Under
4.General Education	93	6.0%	Transfer	Transfer - Unstructured	Under
5.Industrial Welding	68	4.4%	Technical	Workforce - High	Under
6.Pre-BSN	68	4.4%	Health Sciences	Transfer – Structured	Over
7.Pre-Nursing	47	3.1%	Health Sciences	Other	Under
8.Business Administration	42	2.7%	Business	Transfer – Structured	Under
9.Nursing	37	2.4%	Health Sciences	Workforce – High	Under
10.Personal Satisfaction	35	2.3%	Undeclared	Other	Under
All others, N = (unique count of other programs w/ at least 1 student enrolled)	360	23.4%			
Total	1538	100%			



Top 10 programs by enrollment

Also refer to the accompanying discussion questions in your data slides



What are our top 10 programs by enrollment?

Top program enrollments

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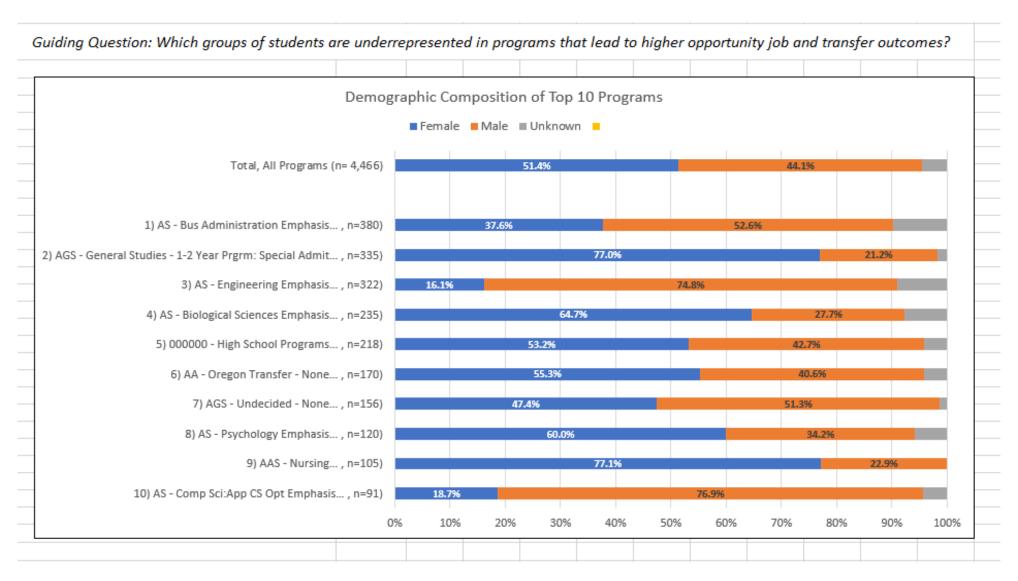
- For the over 300 students in non-credit workforce—who are these students and what are their goals? What's the potential for recruiting these students into our credit programs?
- Over 25% of your students are in General Studies or General Education. What are these students' goals? If transfer, are they helped to develop a plan to ensure they can transfer to a bachelor's degree program in their major field of interest with no excess credits?
- What steps do you take to dual enrollment and other high school students to develop post-high school career and education plans recruit them into your programs after high school?
- Does the college monitor the progress of your "Pre-Nursing" students seeking entry to the nursing program but have not yet been admitted? Does the college provide special advising to pre-nursing students to ensure that they have a "plan B" if they are not admitted to nursing or other selective program?

Is enrollment in higher-opportunity CTE and transfer programs equitable?

Source. College pie-work Lacel tool.

Guiding Question: Which groups of students are underrepresented in programs that lead to higher opportunity job and transfer outcomes? Demographic Composition of Top 10 Programs American Indian or Alaska Native Asian ■ Black or African American ■ Native Hawaiian or other Pacific Islander ■ Race/Ethnicity Desc Hispanic/Latino Unknown ■ White ■ Two or more races Total, All Programs (n= 4,467) 1) AS - Bus Administration Emphasis..., n=380) 2) AGS - General Studies - 1-2 Year Prgrm: Special Admit..., n=335) 3) AS - Engineering Emphasis..., n=322) 4) AS - Biological Sciences Emphasis..., n=235) 5) 000000 - High School Programs..., n=218) 6) AA - Oregon Transfer - None..., n=170) 7) AGS - Undecided - None..., n=156) 8) AS - Psychology Emphasis..., n=120) 9) AAS - Nursing ... , n=105) 10) AS - Comp Sci:App CS Opt Emphasis..., n=91) 50% 60% 0% 10% 20% 30% 40% 70% 80% 100%

Is enrollment in higher-opportunity CTE and transfer programs equitable?



Source: College pre-work Excel tool.

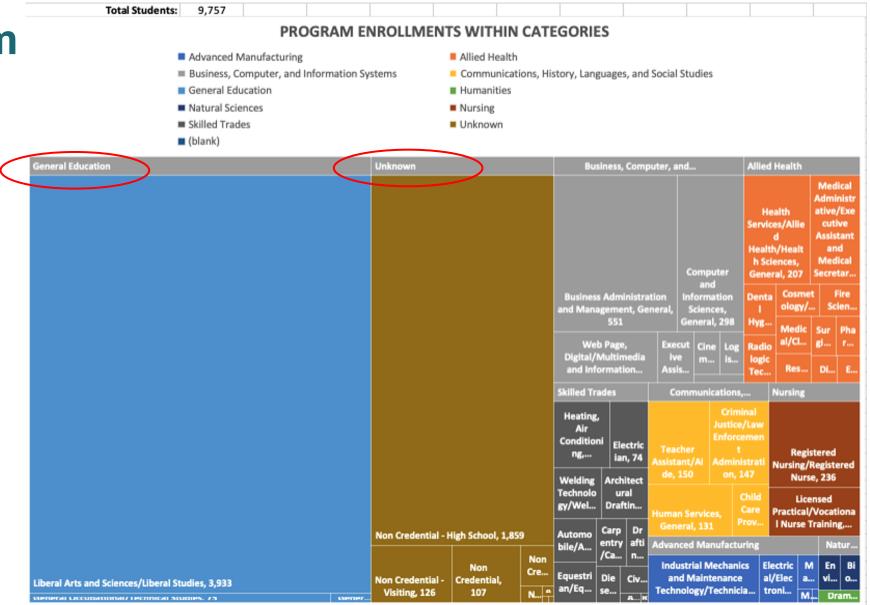
Examining Program Enrollments: Excel Tool

1. First look at tab "2_Nested Program Treemap"

Where are the largest blocks of students? Which programs?

Is it clear to students what these programs lead to?

Which types of students are in these programs?



Examining Program Enrollments: Excel Tool

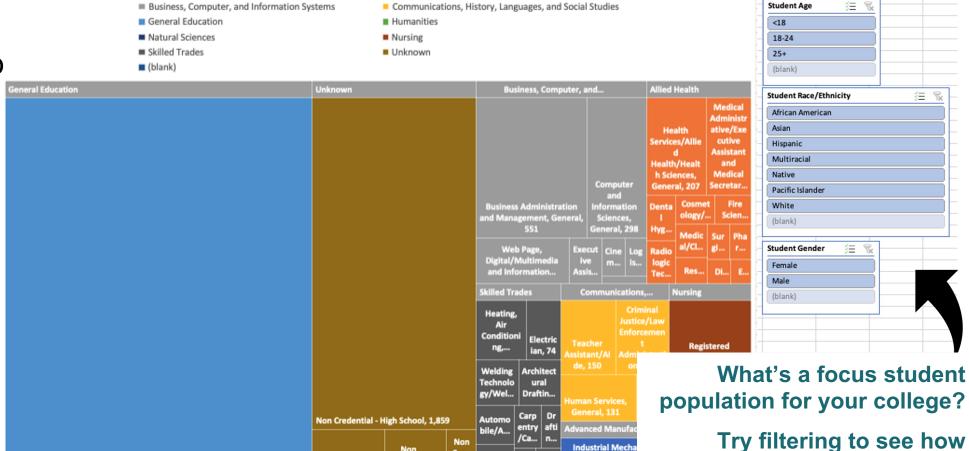
9,757

Liberal Arts and Sciences/Liberal Studies, 3,933

Advanced Manufacturing

1. First look at tab

"2_Nested Program Treemap"



Technology/Techr

PROGRAM ENROLLMENTS WITHIN CATEGORIES

Visiting, 126

Allied Health

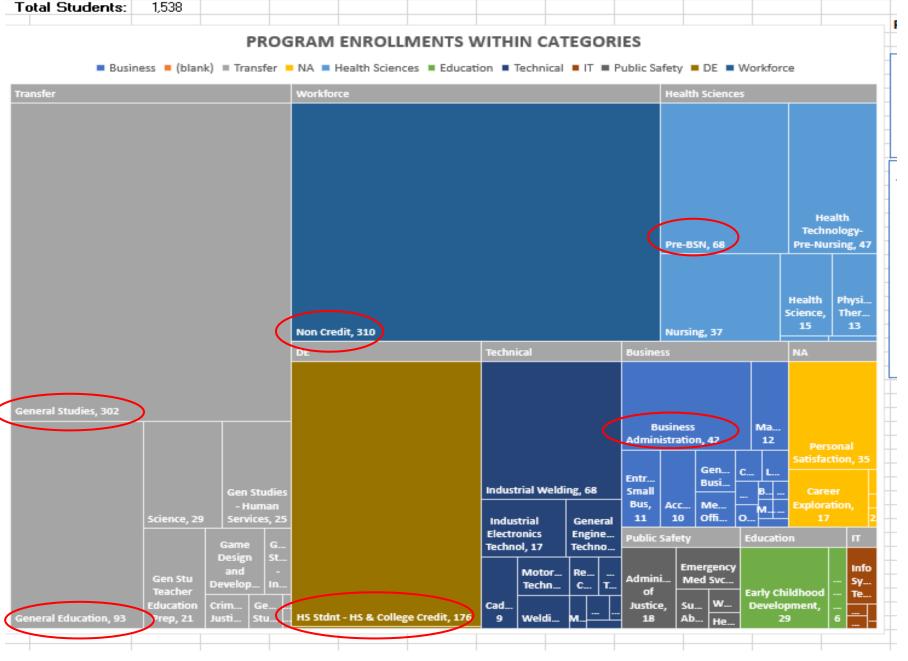
TEACHERS COLLEGE, COLUMBIA UNI

Filter by student characteristics:

programs look for these

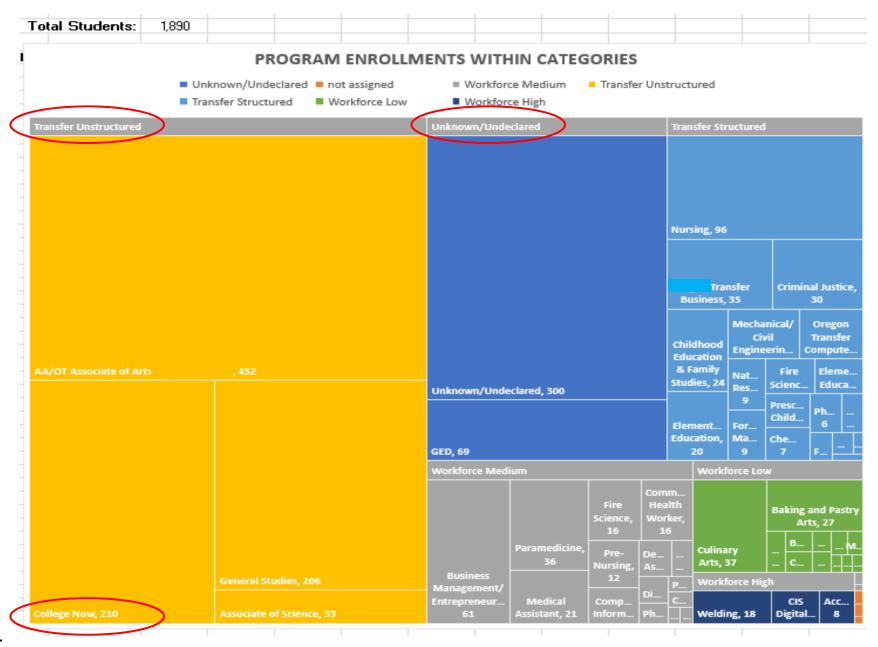
students

What program are students enrolled in—by meta-major or program of study?



Source: College pre-work Excel tool.

What program are students enrolled in--by degree of alignment with job and transfer outcomes?



Source: College pre-work Excel tool.

What percentage of new students do you think are in a program aligned with their goals?

How much do you/your college currently learn about your students' interests and goals?

What are the longer-term consequences of this lack of early and intentional onboarding?



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