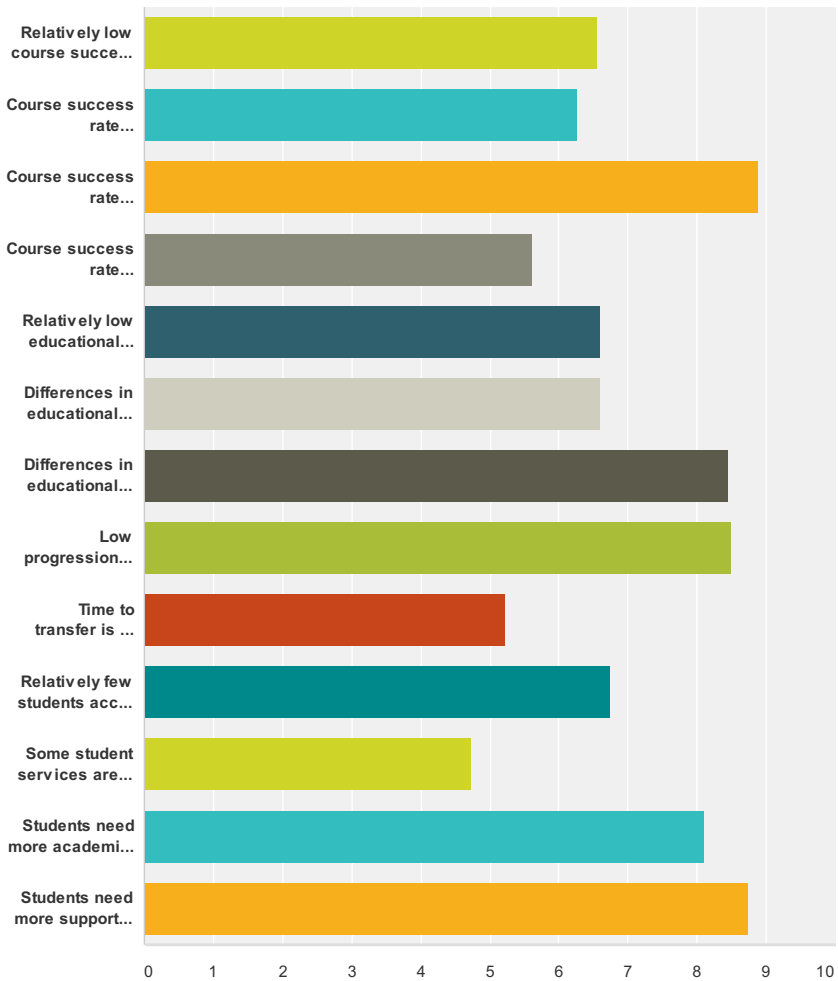


Title III Issues Survey

Q1 Please rearrange the following items to reflect their order of importance (with respect to their overall impact on student success and institutional effectiveness).

Items are moved by selecting the appropriate number in the drop down box (choosing a 1 moves it to the top, choosing 13 moves it to the bottom, etc.). Continue assigning numbers to items until the list reflects your ranking.

Answered: 82 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Average Ranking
Relatively low course success rates	6.10% 5	6.10% 5	2.44% 2	8.54% 7	8.54% 7	10.98% 9	6.10% 5	9.76% 8	8.54% 7	9.76% 8	6.10% 5	7.32% 6	9.76% 8	82	6.55
Course success rate differences based on demographics (ethnicity, gender, etc.)	0.00% 0	7.32% 6	9.76% 8	4.88% 4	7.32% 6	8.54% 7	6.10% 5	7.32% 6	13.41% 11	8.54% 7	12.20% 10	8.54% 7	6.10% 5	82	6.26
Course success rate differences based on level of preparedness for college	15.85% 13	12.20% 10	13.41% 11	6.10% 5	8.54% 7	13.41% 11	7.32% 6	6.10% 5	3.66% 3	6.10% 5	2.44% 2	1.22% 1	3.66% 3	82	8.89

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Course success rate differences based on instruction mode (i.e. online vs. face-to-face)	4.88% 4	4.88% 4	4.88% 4	6.10% 5	2.44% 2	6.10% 5	7.32% 6	6.10% 5	13.41% 11	9.76% 8	8.54% 7	8.54% 7	17.07% 14	82	5.61
Relatively low educational goal achievement (certificate, degree, transfer, completion of 30 units, etc.)	2.44% 2	4.88% 4	6.10% 5	9.76% 8	7.32% 6	9.76% 8	10.98% 9	9.76% 8	4.88% 4	10.98% 9	13.41% 11	7.32% 6	2.44% 2	82	6.60
Differences in educational goal achievement based on demographics (ethnicity, gender, etc.)	2.44% 2	2.44% 2	9.76% 8	6.10% 5	15.85% 13	2.44% 2	10.98% 9	9.76% 8	7.32% 6	13.41% 11	6.10% 5	9.76% 8	3.66% 3	82	6.59
Differences in educational goal achievement based on level of preparedness for college	8.54% 7	9.76% 8	12.20% 10	14.63% 12	8.54% 7	12.20% 10	7.32% 6	7.32% 6	7.32% 6	2.44% 2	4.88% 4	2.44% 2	2.44% 2	82	8.46
Low progression rates from basic skills to college-level	10.98% 9	12.20% 10	8.54% 7	14.63% 12	8.54% 7	9.76% 8	9.76% 8	8.54% 7	2.44% 2	2.44% 2	3.66% 3	4.88% 4	3.66% 3	82	8.50
Time to transfer is too long.	4.88% 4	1.22% 1	6.10% 5	2.44% 2	4.88% 4	6.10% 5	4.88% 4	12.20% 10	6.10% 5	10.98% 9	10.98% 9	15.85% 13	13.41% 11	82	5.22
Relatively few students access necessary services	2.44% 2	7.32% 6	10.98% 9	3.66% 3	4.88% 4	10.98% 9	13.41% 11	8.54% 7	8.54% 7	7.32% 6	10.98% 9	4.88% 4	6.10% 5	82	6.74
Some student services are not readily available to online students	6.10% 5	4.88% 4	2.44% 2	6.10% 5	2.44% 2	1.22% 1	6.10% 5	1.22% 1	9.76% 8	6.10% 5	10.98% 9	17.07% 14	25.61% 21	82	4.73
Students need more academic goal setting support	14.63% 12	14.63% 12	7.32% 6	8.54% 7	7.32% 6	4.88% 4	2.44% 2	7.32% 6	8.54% 7	9.76% 8	6.10% 5	4.88% 4	3.66% 3	82	8.11
Students need more support to develop the skills they need to be successful.	20.73% 17	12.20% 10	6.10% 5	8.54% 7	13.41% 11	3.66% 3	7.32% 6	6.10% 5	6.10% 5	2.44% 2	3.66% 3	7.32% 6	2.44% 2	82	8.74

Title III Issues Survey

Q2 Please list additional institutional issues (supported by data) that should be added to this list.

Answered: 24 Skipped: 58

Answer Choices	Responses	
1.	100.00%	24
2.	58.33%	14
3.	33.33%	8
4.	20.83%	5
5.	16.67%	4
6.	12.50%	3

#	1.	Date
1	Cohort programs to assist new (freshman) incoming students..Freshman Seminar program for instance	9/20/2013 2:41 PM
2	financial support may not available to students who wish to attend (books, resources, payment for units etc)	9/17/2013 8:42 AM
3	Not enough support is given to Honors classes	9/16/2013 3:53 PM
4	Students lack basic study skills	9/16/2013 9:56 AM
5	Students need a more stimulating environment to maintain their motivation to succeed	9/16/2013 8:13 AM
6	Students need a more stimulating environment to maintain their motivation to succeed - Honors	9/13/2013 12:44 PM
7	CRC should leverage technology in a greater way to support students	9/12/2013 1:32 PM
8	Ensuring academic integrity for all courses (learner authentication, proctored exams, etc.)	9/12/2013 11:21 AM
9	First year students	9/11/2013 10:12 PM
10	Online courses: pre-req., advisory, or add an online orientation that requires course navigation through D2L in order to remain on the roster for an online course. Students, who have no prior computer experience and enroll into online courses, are immediately at a disadvantage. As a result of being challenged and not prepared for an online course work these students tend to drop the class or receive a substandard grade. In addition to computer literacy, online courses require students to be self-disciplined, academically prepared and proactive in establishing a non-interruptive environment for online correspondence. Students who have completed a semester or two of academic good standing and are computer literate are more likely to achieve online coursework successfully than first semester college students. / Online math courses should not be encouraged for first semester college students or students who have an academic history of substandard grades.	9/11/2013 1:02 PM
11	does assessment result inform us of courses students need to enroll in	9/11/2013 8:56 AM
12	family issues	9/11/2013 6:24 AM
13	Students have poor writing skills	9/10/2013 7:11 PM
14	Examine enrollee assessments in relation to advisory prereqs	9/10/2013 6:57 PM
15	Behavioral and mental health issues	9/10/2013 4:03 PM
16	Additional emphasis and support for career planning/exploraton	9/10/2013 3:24 PM
17	special FTE reserved for first time college students	9/10/2013 3:20 PM
18	instruction which allows students to succeed rather than assume they will fail	9/10/2013 2:57 PM
19	DSPS services are limited due to resource allocation decisions	9/10/2013 2:43 PM
20	Lack of college "community" environment & cultural spaces	9/10/2013 2:41 PM
21	More should be done to notify students about Gmail	9/10/2013 2:35 PM
22	900:1 Counseling is just putting out fires, should lower.	9/10/2013 2:20 PM
23	Orientation	9/10/2013 2:15 PM
24	Class size too big	9/10/2013 2:11 PM
#	2.	Date
1	class selection fills up quickly and unable to fill their requirements on time or with instructors they are able to work with effectively	9/17/2013 8:42 AM
2	Student expectations of what roles the text/lecture/lab activities are designed to help them achieve	9/16/2013 9:56 AM
3	Students need an improved sense of the quality of a CRC education	9/16/2013 8:13 AM
4	DSPS Services: Learning Disabilities or Medical diagnosed disability/ this is a Big Barrier for students who are unaware of their learning disability or who have been prior diagnosed in high school with a deficit and are not aware of services available. Early intervention could contribute to improving academic learning and decrease repeats and substandard grades. Ideas for Awareness: developing a counseling appointment intake form with prescreen questions for DSPA referral. This will allow an opportunity for a student to self-identify prior diagnoses and academic concerns as well as promote open dialog of DSPS services. If this suggestion is further explored, I would be interested in participating in future dialogs. Ex 7173	9/11/2013 1:02 PM
5	children	9/11/2013 6:24 AM
6	CRC needs a multicultural center	9/10/2013 7:11 PM

Title III Issues Survey

7	Advisory prerequisites are not followed by students,	9/10/2013 6:57 PM
8	Additional Career, Internship, Job support services	9/10/2013 3:24 PM
9	institutionalize programs like Diop Scholars	9/10/2013 3:20 PM
10	instruction which challenges the teacher to become better; change is good	9/10/2013 2:57 PM
11	More faculty and staff need to have personal connections with students	9/10/2013 2:41 PM
12	More should be done to insure students proactive with resources available	9/10/2013 2:35 PM
13	Assesment in HS doesn't work well	9/10/2013 2:15 PM
14	Not enough sections of courses	9/10/2013 2:11 PM
#	3.	Date
1	Even though college is a learning institution first, we need to provide additional resources to keep students interested and returning to the campus (we need additional "fun" like activities)	9/17/2013 8:42 AM
2	Student need improved understanding of course levels (e.g. basic skills, transfer)	9/16/2013 8:13 AM
3	working	9/11/2013 6:24 AM
4	CRC needs quality out of class activities, not vendor fairs	9/10/2013 7:11 PM
5	Examine percentage of students who fail because of failure to complete assignments.	9/10/2013 6:57 PM
6	lower student to counselor ratio	9/10/2013 3:20 PM
7	Help for new students	9/10/2013 2:15 PM
8	campus too compartmentalized	9/10/2013 2:11 PM
#	4.	Date
1	Students need to feel important too. We need to focus on their needs too. Too much is placed on what they need to have to be successful in order to graduate, that sometimes we forget that they are important for our growing community. What would students need/want in order to become for themselves? Can we poll the students?	9/17/2013 8:42 AM
2	Relatively few students recognize vocational training as way to meet their goals	9/16/2013 8:13 AM
3	CRC needs more interdisciplinary activities/projects	9/10/2013 7:11 PM
4	increase student support services (i.e. Admissions & FA open at 8 am)	9/10/2013 3:20 PM
5	Hours of operation of Admissions	9/10/2013 2:15 PM
#	5.	Date
1	Student success is that student's success. Could we bring back successful students to speak in classrooms about what made them successful? How our institution helped them, this may inspire students to continue or start towards a goal.	9/17/2013 8:42 AM
2	Students need greater access to mental health services	9/16/2013 8:13 AM
3	CRC courses need more practical application of learning	9/10/2013 7:11 PM
4	Hours of operation of Assesment	9/10/2013 2:15 PM
#	6.	Date
1	Student life and activities is very low. We need to focus a little on this issue.	9/17/2013 8:42 AM
2	CRC faculty need more information (knowledge of resources) to support student success	9/10/2013 7:11 PM
3	No full time E-Services	9/10/2013 2:15 PM