



**Tuesday, September 22, 2020
Planning and Fiscal Council**

Please join the meeting by navigating to <https://cccconfer.zoom.us/j/92177168548>

1. Opening Items

Subject	A. Call to Order
Meeting	Sep 22, 2020 - Planning and Fiscal Council
Category	1. Opening Items
Access	Public
Type	

MEMBERSHIP

Management Representatives

Laura Ramirez, PFC Co-Chair & Vice President, Academic Affairs

Vacant, Vice President, Student Services

Vacant, Vice President, Finance & Business

Alice Mecom, Dean, Academic Affairs (2019-2021)

Loy Nashua, Dean, Student Services (2020-2022)

Caroline Durdella, Dean, Institutional Research & Planning

Faculty Representatives

Kevin Smith, PFC Co-Chair & President, Academic Senate

Dorali Pichardo-Diaz, 1st Vice President, Academic Senate

Jorge Huinquez, 2nd Vice President, Academic Senate

Angelica Martinez, Secretary, Academic Senate

Dana Arazi, Parliamentarian, Academic Senate

Adam Wetsman, ASCCC Rep

Michelle Bean, Past President, Academic Senate

Rudy Rios, President, RHCFA

Juana Mora, Academic Senate designee (2019-2022)

Grant Tovmasian, Academic Senate designee (2020-2023)

Sheila Lynch, Academic Senate designee (2020-2023)

CSEA Representatives

Sandra Hernandez, President, CSEA

Lisa Sandoval, CSEA designee

Jim Sass, CSEA designee

Associated Students (ASRHC) Representatives

Jason Reyes, ASRHC President

Kayla Cruz, ASRHC Vice President

Kaitlyn Ibarra, ASRHC Treasurer

Support Staff

Cynthia Nuñez, Interim Executive Director of Human Resources

Markelle Stansell, Sr. Admin Asst, Academic Affairs

Rafael Gutierrez, Director of Facilities Services

Subject **B. Approval of Minutes - September 8, 2020**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 1. Opening Items

Access Public

Type

**Planning and Fiscal Council Minutes - DRAFT
Tuesday, September 8, 2020, 2:30pm-4:00pm, via Zoom**

Members Present: Laura Ramirez (Co-Chair and VPAA), Kevin Smith (Co-Chair and President, AS), Caroline Durdella (Dean, Institutional Research and Planning), Dorali Pichardo-Diaz (1st VP, AS), Jorge Huinquez (2nd VP, AS), Angelica Martinez (Secretary, AS), Dana Arazi (Parliamentarian, AS), Adam Wetsman (ASCCC Rep, AS), Michelle Bean (Past President, AS), Rudy Rios (President, RHCFA), Sheila Lynch (Faculty), Juana Mora (Faculty), Grant Tovmasian (Faculty), Sandra Hernandez (President, CSEA), Lisa Sandoval (CSEA), Jim Sass (CSEA), Jason Reyes (ASRHC President), Kayla Cruz (ASRHC Vice President), Alice Mecom (Mgmt, AA)

Additional Individuals Present: Markelle Stansell (Recorder/Sr. Admin. Asst. to VPAA), Shireetha Gethers (Director, Child Development Center), Maria Galvan (Printing Services), Mark Yokoyama (Dean, Public Safety; Dean, BSS), Ruthie Flores Retana (Director, Marketing & Communications), Stephanie Hernandez (Secretary, ASRHC), Vann Priest (Dean, Mathematics, Science, & Engineering), Rafael Gutierrez (Director, Facilities Services), Cynthia Nunez (Interim Executive Director, Human Resources), Francisco Suarez (Project Manager, SSSP/Noncredit/Adult Ed Consortium/Continuing Ed), Grant Linsell (Dean, Arts & Cultural Programs / Distance Education), Jorge Ruiz (Admissions and Records Assistant), Leigh Ann Unger (Director, Admissions & Records/Registrar), Lisa Lewenberg (Project Manager, Career Pathways Specialist), Mike Garabedian (Dean, Library), Sable Cantus (Technology Systems Trainer)

Absent: Loy Nashua (Executive Dean, Student Affairs and Student Financial Services), Kaitlyn Ibarra (ASRHC Treasurer)

1. Opening Items

A. Call to Order - The meeting was called to order at 2:32pm.

B. Approval of Minutes – The August 25, 2020 minutes were approved as presented with minor edits. Dr. Alice Mecom requested that "Guided Pathways" and "Outcomes" be added to the list of efforts included in the campus-

wide Professional Development plan that Staff Development is undertaking.

C. Superintendent/President's Report - None.

D. ASRHC Report - None.

E. Co-Chair's Report – Dr. Laura Ramirez announced that we received a Title 5 Grant (over \$2 million over the course of 5 years) to support the Guided Pathways Student Success Team model, specifically for STEM. This will also include professional development and research opportunities for our students. We will schedule a presentation for PFC in near future.

Dr. Kevin Smith met with Gita Runkle (Management and Confidential Council President) and Sandra Hernandez (CSEA President) to talk about how we can improve campus morale. The group is looking forward to sharing ideas soon.

F. Public Comments - None.

2. New Business

A. PFC Guidebook - The PFC Guidebook was reviewed. PFC's purpose is to make recommendations to the Superintendent/President regarding the development, planning, and budgetary needs of the College. To this end, PFC is an integral partner in the planning, development, and implementation of the Educational and Facilities Master Plans. PFC facilitates dialogue among constituency groups in order to evaluate campus statistics, set goals, and to prioritize the human, physical, technological and financial needs of the College in order to improve the overall effectiveness of the College.

PFC meetings are open to the entire campus, as well as the public. It is expected that voting members of PFC take pertinent information back to their constituency groups and that they also bring forward any issues of concern.

PFC makes decisions via consensus.

B. Guided Pathways Student Success Team Update - The Guided Pathways group had their Student Success Team orientation last Friday, September 4. They had over 40 people attend, including managers, classified staff, and counselors. This Friday, September 11, will be the first Guided Pathways meeting for the semester. At this meeting, the group will vote on whether to approve the Success Coaches. As soon as that gets approved, along with the counselors' reassigned time, then they can begin the work. The group is off to a great start.

C. Enrollment Update - Dr. Ramirez provided an enrollment update and presented a snapshot of where we are in comparison to last fall. If you look at headcount, the number of students that we service for both fall and summer are below prior year totals. For FTES (full time equivalent student) we're slightly above last fall, but not by much (4,643 in Fall 2020 vs. 4,584 in Fall 2019). As we move forward, this total will be adjusted to include not only dual-enrollment but also some of our advanced officer training programs and other late start classes. These numbers are still preliminary, but it looks like we're not doing too bad in comparison to other institutions. Dr. Ramirez has heard of some institutions in the L.A. region that are experiencing a 20% drop in enrollment and FTES. Efficiency (weekly student contact hours generated by each full time equivalent faculty) needs to be improved. Looking at our efficiency numbers for a 16.7 term length multiplier, our campus should be around 550 or 575, and we are currently at 505.

D. Revision of AP 4105 - Distance Education - This AP has been in the queue for quite a while. It has been vetted by Distance Education committee and went back through Policy and Procedure Council (PPC) for final edits. The group suggested changing references to *Zoom* to "synchronous and/or asynchronous teleconferencing". They also suggested removing reference to *Voice Thread*. - **Consensus reached; forward to Board of Trustees at 10/14/20 meeting with edits.**

E. BP 4235 - Credit for Prior Learning - The title was changed from Credit by Examination to Credit for Prior Learning per a recent CCLC update. No additional edits from PFC. - **Consensus reached; forward to Board of Trustees at 10/14/20 meeting.**

F. AP 4235 - Credit for Prior Learning - Similar to the BP, the title was changed from Credit by Examination to Credit for Prior Learning per a recent CCLC update. PFC suggested that references to "examination" be changed to "assessment" to keep the language consistent. - **Consensus reached; forward to Board of Trustees at 10/14/20 meeting with edits.**

G. AP 7211 - Faculty Service Area Minimum Qualification and Equivalency - No additional edits, but Michelle Bean reminded the group that section IV and V need to be put into AP on Faculty Hiring. **Consensus reached; forward to Board of Trustees at 10/14/20 meeting.**

3. Committee Reports

A. PFC Subcommittees

Safety/Facilities - The science tunnel is currently being excavated to find a leak; they believe they found the leak this morning. It will be another two days or so until they expose it. Hopefully it can be fixed within a month.

IEC - IEC will host the Values retreat on Friday, September 18th. They are also moving forward with the planning schedule. Dr. Jim Sass spoke about implementing the Revealing Institution Strengths and Challenges (RISC) survey. This is a survey of student experiences and focuses on care for students, equity issues, etc. Julio and Jim will bring the survey to Academic Senate on Tuesday, September 15 to provide information and answer questions. We will discuss the RISC survey at PFC at the September 22 meeting.

Program Review - None.

PPC - Written report.

B. Other Committees

Basic Skills - None.

Distance Ed - None; first meeting is September 14.

Guided Pathways - First Guided Pathways Steering Committee meeting for the fall semester is this Friday, September 11.

Outcomes - Written report attached.

Staff Development - No report.

Student Equity - The first Student Equity Committee meeting is tomorrow, September 9.

SSSP - This group has not yet had their first meeting. Lisa Chavez, Dean of Counseling, requested new list of probation students who may have dropped off since Spring grades have posted.

4. Closing Items

A. Announcements - Sheila Lynch requested that we receive updates on the 'Black Lives Matter' movement on our campus, since we have had and will continue to have campus-wide forums related to racism. We will place this on the September 22 PFC agenda.

B. Adjournment - The meeting was adjourned at 3:14pm.

Subject C. Superintendent/President's Report

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 1. Opening Items

Access Public

Type

Subject **D. ASRHC Report**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 1. Opening Items

Access Public

Type

Subject **E. Co-Chair's Report**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 1. Opening Items

Access Public

Type

- **Clarification re: inclusion of PFC Minutes in the Board agenda**

File Attachments
[P. 6 of PFC Guidebook - Decision Making Method for PFC.JPG \(90 KB\)](#)

Subject **F. Public Comment**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 1. Opening Items

Access Public

Type

2. New Business

Subject **A. Black Lives Matter/Anti-Racist Conversations Update**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

- **Sub-Committee on Joining the California Community College Equity Leadership Alliance**
- **Sub-Committee on Coordinating/Planning Anti-Racist Learning and Training** - The Sub-Committee on Planning Anti-Racist Learning and Training has moved forward with two initiatives: the 21-Day Racial Equity Challenge, and an Intergroup Dialogue program. They have developed a version of the 21-Day Racial Equity Challenge for RHC. The challenge and accompanying resources are now housed as a module in the Black Lives Matter Canvas shell to which all RHC employees have been invited to join. At this point, anyone may take part in a challenge as an individual, or with other like-minded persons as a group. In the future, larger scale challenges might be launched in the event that interested persons volunteer to facilitate them. The Intergroup Dialogue program is being created to bring faculty and staff together in small groups for a six-week facilitated

exploration of race and power in the US and in ourselves. The sub-committee is currently developing the curriculum, and plan to launch the first six-week program at the beginning of the spring semester.

- **Sub-Committee on Joining the Umoja Community and Creating a Black Scholars Program**
- **Sub-Committee on Creating an Ethnic, Gender, and Sexuality Studies Program**
- **Sub-Committee on Supporting and Expanding the Rio Teaching for Learning Institute (RTL)**
- **Sub-Committee on College-wide Anti-Racist Conversations**

Subject **B. Title V Award - ENLACE**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments
[PFC presentation re- ENLACE.pdf \(233 KB\)](#)

Subject **C. RISC Survey**

Meeting **Sep 22, 2020 - Planning and Fiscal Council**

Category 2. New Business

Access Public

Type

File Attachments
[Sample of RISC Survey.pdf \(658 KB\)](#)
[Sample of RISC Report.pdf \(94 KB\)](#)
[Administering the RISC Survey.pdf \(182 KB\)](#)
[Proposed RISC Items \(9-22-2020\).pdf \(59 KB\)](#)

Subject **D. Faculty Obligation Number (FON)**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments
[FON Compliance Fall 2017 - 2019.pdf \(817 KB\)](#)
[Fall 2020 FON Compliance.pdf \(450 KB\)](#)

Subject **E. Reclassification of Administrators**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

Subject **F. BP 4245 - Academic Rank**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[BP 4245 - Academic Rank rev. AS 5.5.20 rev. PPC 9.3.20 \(MARK UP\).pdf \(117 KB\)](#)[BP 4245 - Academic Rank rev. AS 5.5.20 rev. PPC 9.3.20 \(CLEAN COPY\).pdf \(231 KB\)](#)**Subject** **G. AP 4245 - Academic Rank**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[AP 4245 - Academic Rank rev. AS 5.5.20 rev. PPC 9.3.20 \(MARK UP\).pdf \(15 KB\)](#)[AP 4245 - Academic Rank rev. AS 5.5.20 rev. PPC 9.3.20 \(CLEAN COPY\).pdf \(13 KB\)](#)**Subject** **H. BP 2330 - Quorum and Voting**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[BP 2330 - Quorum and Voting rev. PPC 9.17.20 \(MARK UP\).pdf \(73 KB\)](#)[BP 2330 - Quorum and Voting rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(71 KB\)](#)**Subject** **I. BP 3550 - Drug Free Environment and Drug Prevention Program**

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[BP 3550 - Drug Free Environment and Drug Prevention Program rev. PPC 9.17.20 \(MARK UP\).pdf \(15 KB\)](#)

[BP 3550 - Drug Free Environment and Drug Prevention Program rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(13 KB\)](#)

Subject J. AP 3550 - Drug Free Environment and Drug Prevention Program

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[AP 3550 - Drug Free Environment and Drug Prevention Program rev. PPC 9.17.20 \(MARK UP\).pdf \(81 KB\)](#)

[AP 3550 - Drug Free Environment and Drug Prevention Program rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(22 KB\)](#)

Subject K. BP 3900 - Speech: Time, Place, and Manner

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[BP 3900 - Speech-Time, Place and Manner rev. PPC 9.17.20 \(MARK UP\).pdf \(15 KB\)](#)

[BP 3900 - Speech-Time, Place and Manner rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(14 KB\)](#)

Subject L. AP 3900 - Speech: Time, Place, and Manner

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[AP 3900 - Speech-Time, Place and Manner rev. PPC 9.17.20 \(MARK UP\).pdf \(113 KB\)](#)

[AP 3900 - Speech-Time, Place and Manner rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(72 KB\)](#)

Subject M. BP 4100 - Graduation Requirements for Degrees and Certificates

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 2. New Business

Access Public

Type

File Attachments

[BP 4100 - Graduation Requirements for Degrees and Certificates rev. PPC 9.17.20 \(MARK UP\).pdf \(15 KB\)](#)

[BP 4100 - Graduation Requirements for Degrees and Certificates rev. PPC 9.17.20 \(CLEAN COPY\).pdf \(14 KB\)](#)

3. Committee Reports

Subject A. PFC Subcommittees

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 3. Committee Reports

Access Public

Type

- 1. Safety/Facilities
- 2. Institutional Effectiveness Committee (IEC)
- 3. Program Review
- 4. Policy and Procedure Council (PPC)

Subject B. Other Committees

Meeting Sep 22, 2020 - Planning and Fiscal Council

Category 3. Committee Reports

Access Public

Type

- 1. Basic Skills
- 2. Distance Education
- 3. Guided Pathways - **Written report attached.**
- 4. Outcomes - **Written report attached.**
- 5. Staff Development
- 6. Student Equity
- 7. SSSP

File Attachments

[Outcomes Report for 9.22.20 PFC Meeting.pdf \(140 KB\)](#)

[Guided Pathways Report for 9.22.20 PFC Meeting.pdf \(288 KB\)](#)

4. Closing Items

Subject	A. Announcements
Meeting	Sep 22, 2020 - Planning and Fiscal Council
Category	4. Closing Items
Access	Public
Type	

Subject	B. Adjournment
Meeting	Sep 22, 2020 - Planning and Fiscal Council
Category	4. Closing Items
Access	Public
Type	

Revealing Institutional Strengths and Challenges Survey

The Revealing Institutional Strengths and Challenges (RISC) Survey provides detailed, actionable data about student success, using the latest advances in survey research and computing. Survey results pinpoint where college students experience obstacles and identify campus offices that excel in helping students succeed.

The survey has three main sections: challenges to student success, student-office interactions, and overall views of the institution.

The Challenges section asks students about challenges they face during the current semester in five broad areas: academic support services, campus environment, finances and financial aid, succeeding in their courses, and work and personal issues. Each section has multiple challenges, with over 80 unique challenges to student success across the five areas, such as errors with financial aid paperwork, not being told to take a course necessary for their degree, or difficulty using course technology in online classes.

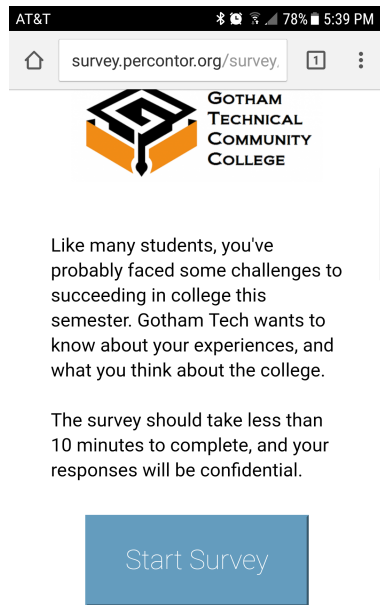
The Student-Office Interaction section asks students about their experiences with five campus offices; the specific offices are chosen by the college. Office names are customized for each campus, so that students see office names they recognize. Our research indicates that students want office staff who are accessible, concerned about helping them, and can effectively solve their problem. Students describe the five offices on these three dimensions.

The Student Views of the Institution section asks students about their overall perceptions of the college. Students are asked if they would recommend the college to a friend, whether the college is a good value, and how well the college is helping them meet their goals, such as improving job and career opportunities or preparing for a four-year degree.

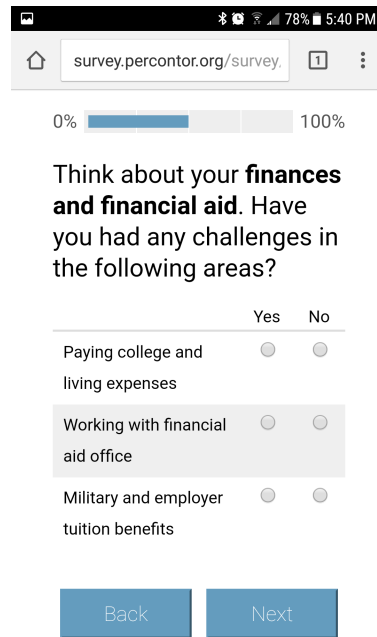
The survey is optimized for cellphone use; our research shows that community college students typically answer web surveys using their cellphone (see Figure 1). Unlike other surveys, both questions and question responses are randomized for each respondent to avoid order effects. Although the survey has more than 100 questions, our unique branching approach allows most students to complete the survey in less than 10 minutes. This allows institutions concerned about survey fatigue to easily slot the RISC survey into their regular survey lineup.

For more information, please contact Steve Porter or Paul Umbach at mail@percontor.org.

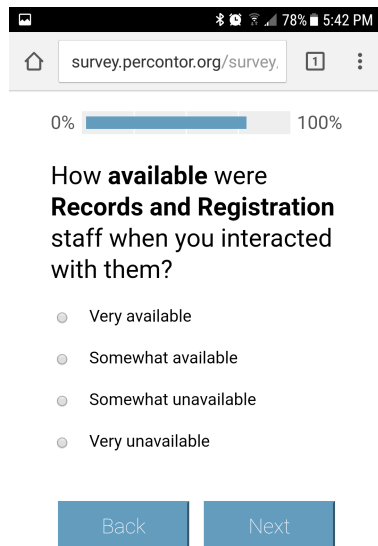
Figure 1: Cellphone screenshots



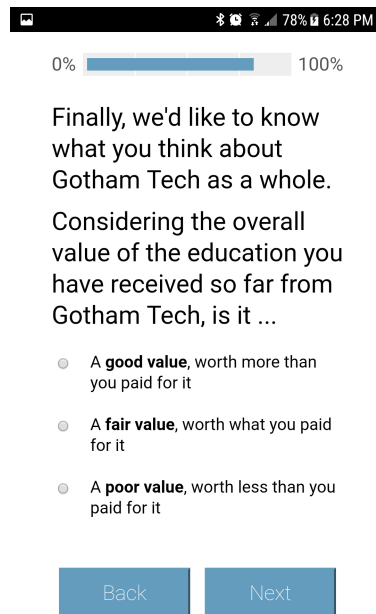
(a) Landing page



(b) Challenge question



(c) Office question



(d) Institution question

Survey Questions

[Note: Question numbers (e.g., Q1, Q1A) are used in this document to illustrate student pathways through the survey. They do not appear on the web version of the survey.]

LANDING PAGE

Like many students, you've probably faced some challenges to succeeding in college this semester. [INSTITUTION NAME] wants to know about your experiences, and what you think about the college.

The survey should take less than 10 minutes to complete, and your responses will be confidential.

CHALLENGES SECTION

[Note: Questions 1-6 appear in random order for each respondent. For each *yes* response, respondents are then branched to the corresponding subquestion. Otherwise, they proceed to the next question. For example, a respondent choosing *no* for all three response options for Q1 (finances and financial aid) is sent to Q2. A respondent who chooses *yes* for *Working with financial aid office* and *no* for the other two response options is first sent to Q1B and then on to Q2. Response options for each question are also randomized to minimize order effects.]

Let's start with the first area where you may have had a challenge.

Q1. Think about your **finances and financial aid**. Have you had any challenges in the following areas?

	Yes	No	
Paying college and living expenses	<input type="radio"/>	<input type="radio"/>	[if yes → Q1A]
Working with financial aid office	<input type="radio"/>	<input type="radio"/>	[if yes → Q1B]
Military and employer tuition benefits	<input type="radio"/>	<input type="radio"/>	[if yes → Q1C] [if no for all → Q2]

Q1A. Where did you have issues **paying expenses**? Please check all that apply.

- Books, software, and other supplies
- Tuition and fees
- Living expenses (rent or mortgage, food, healthcare)
- Childcare
- None of the above

Q1B. What issues did you have with the **financial aid office**? Please check all that apply.

- Gave me wrong information
- Process was unclear
- Unable to answer questions
- Errors processing paperwork
- Delays in getting money
- Difficult to meet with, speak to, or email staff
- None of the above

Q1C. What issues did you have with **military and employer tuition benefits**? Please check all that apply.

- I did not know process for obtaining benefits
- Experienced delays receiving benefits
- Received wrong information about benefits
- None of the above

Q2. Think about your use of **academic support services**. Have you had any challenges in the following areas?

	Yes	No	
Academic advising	<input type="radio"/>	<input type="radio"/>	[if yes → Q2A]
Registering for courses	<input type="radio"/>	<input type="radio"/>	[if yes → Q2B]
Tutoring	<input type="radio"/>	<input type="radio"/>	[if yes → Q2C]
Computer and science labs	<input type="radio"/>	<input type="radio"/>	[if yes → Q2D]
Library	<input type="radio"/>	<input type="radio"/>	[if yes → Q2E] [if no for all → Q3]

Q2A. What issues did you have with **academic advising**? Please check all that apply.

- Difficult to meet with, speak to, or email advisor
- Told to take course not needed for certificate/degree/transfer
- Not told about course needed for certificate/degree/transfer
- Websites and handouts about courses and programs were incorrect
- None of the above

Q2B. What issues did you have **registering for courses**? Please check all that apply.

- Had a registration hold
- Course not offered at times I needed
- Course was offered but full
- Course not offered this semester
- None of the above

Q2C. What issues did you have with **tutoring**? Please check all that apply.

- Tutoring hours not convenient
- Tutors not available when I need assistance
- Tutoring not available in the subject area I needed
- Tutoring not helpful
- None of the above

Q2D. What issues did you have with the **computer and science labs**? Please check all that apply.

- Lab hours not convenient
- Lab busy when needed
- None of the above

Q2E. What issues did you have with the **library**? Please check all that apply.

- Staff not helpful
- Resources I needed not available online
- Hours not convenient

Q3. Think about the **campus environment**. Have you had any challenges in the following areas?

	Yes	No	
Interactions with other students	<input type="radio"/>	<input type="radio"/>	[if yes → Q3A]
Parking on campus	<input type="radio"/>	<input type="radio"/>	[if yes → Q3B]
Safety and crime	<input type="radio"/>	<input type="radio"/>	[if yes → Q3C] [if no for all → Q4]

Q3A. What issues did you have with **other students**? Please check all that apply.

- Did not feel welcome due to my sexual orientation
- Did not feel welcome due to my gender identity
- Did not feel welcome due to my race or ethnicity
- Did not know many other students
- None of the above

Q3B. What issues did you have with **parking**? Please check all that apply.

- Parking on or near campus is too expensive
- Difficulty finding parking on or near campus
- Difficulty getting parking pass
- None of the above

Q3C. What issues did you have with **safety and crime** on campus? Please check all that apply.

- Campus not safe
- Was a victim of a crime
- Parking lots not safe
- None of the above

Q4. Think about your **success in courses**. Have you had any challenges in the following areas?

	Yes	No	
Developmental courses (math, reading, and writing)	<input type="radio"/>	<input type="radio"/>	[if yes → Q4A]
Doing college-level work	<input type="radio"/>	<input type="radio"/>	[if yes → Q4B]
Faculty	<input type="radio"/>	<input type="radio"/>	[if yes → Q4C]
Online classes	<input type="radio"/>	<input type="radio"/>	[if yes → Q4D]
			[if no for all → Q5]

Q4A. What issues did you have with **developmental courses**? Please check all that apply.

- Courses were too easy
- Courses were too hard
- Required to take too many
- Did not prepare me for college-level courses
- None of the above

Q4B. What issues did you have **doing college-level work**? Please check all that apply.

- Poor study skills
- Poor planning and time management skills
- Did not have adequate resources (computer, a place to study, etc.)
- Required level of math was difficult
- Required readings were difficult
- Writing assignments were difficult
- Not motivated to study
- None of the above

Q4C. What issues did you have with **faculty**? Please check all that apply.

- Took too long to grade assignments
- Feedback on assignments not helpful
- Not concerned about my academic success
- Not responsive to email
- Not available to meet in person
- Not helpful outside of class
- Did not teach well
- None of the above

Q4D. What issues did you have with **online classes**? Please check all that apply.

- Lack of interaction with other students
- Lack of interaction with faculty
- Difficulty taking exams at testing center
- Difficulty learning the material on my own
- Difficulty using course technology
- Difficulty keeping up because of no regular class times
- None of the above

Q5. Think about your **work and personal life**. Have you had any challenges in the following areas?

	Yes	No	
Work	<input type="radio"/>	<input type="radio"/>	[if yes → Q5A]
Health and disability issues	<input type="radio"/>	<input type="radio"/>	[if yes → Q5B]
Transportation to campus	<input type="radio"/>	<input type="radio"/>	[if yes → Q5C]
Family and friends	<input type="radio"/>	<input type="radio"/>	[if yes → Q5D]
			[if no for all → Q6]

Q5A. What issues did you have with **work**? Please check all that apply.

- Work schedule is not flexible during the semester
- Work schedule conflicts with classes
- Work schedule prevents me from using campus resources (library, tutoring, labs, etc.)
- Pay is not enough to cover expenses while in school
- Work hours do not leave me enough time to study
- None of the above

Q5B. What **health and disability** issues did you have? Please check all that apply.

- Faculty did not provide necessary accommodations for my disability
- Disability services did not provide necessary support
- Campus is difficult to navigate with my disability
- Emotional/mental health issue
- Physical health issue
- Pregnancy and childbirth
- None of the above

Q5C. What issues did you have with **transportation to campus**? Please check all that apply.

- Public transportation not convenient
- Travel to campus takes a long time
- Car or carpool is unreliable
- None of the above

Q5D. What issues did you have with **family and friends**? Please check all that apply.

- Family does not support me going to college
- Difficulty finding childcare
- Difficulty dealing with health of family and friends
- Difficulty balancing demands of family and college
- None of the above

STUDENT-OFFICE INTERACTION SECTION

[Note: The five campus office names in Questions 6-10 are customized by the college, using whatever names are familiar to their students (e.g., “Academic Excellence Center.”) They appear in random order for each respondent. For a *yes* response, respondents are branched to the three subquestions that ask the student about their interactions with that particular office, and then they are sent to the usage question for the next office. For a *no* response, they are sent directly to the usage question for the next office.]

Now we’d like to ask you about some offices at [INSTITUTION NAME].

Q6. Have you contacted or interacted with [1ST OFFICE NAME] during this semester?

- o Yes [→ Q6A]
- o No [→ Q7]

Q6A. How **available** were [1ST OFFICE NAME] staff when you interacted with them?

- o Very available
- o Somewhat available
- o Somewhat unavailable
- o Very unavailable

Q6B. How **concerned** were [1ST OFFICE NAME] staff about addressing your issue?

- o Very concerned
- o Somewhat concerned
- o Somewhat unconcerned
- o Very unconcerned

Q6C. How **effective** were [1ST OFFICE NAME] staff when addressing your issue?

- o Very effective
- o Somewhat effective
- o Somewhat ineffective
- o Very ineffective

Q7. Have you contacted or interacted with [2ND OFFICE NAME] during this semester?

- o Yes [→ Q7A]
- o No [→ Q8]

Q7A. How **available** were [2ND OFFICE NAME] staff when you interacted with them?

- o Very available
- o Somewhat available
- o Somewhat unavailable
- o Very unavailable

Q7B. How **concerned** were [2ND OFFICE NAME] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

Q7C. How **effective** were [2ND OFFICE NAME] staff when addressing your issue?

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Q8. Have you contacted or interacted with [3RD OFFICE NAME] during this semester?

- Yes [→ Q8A]
- No [→ Q9]

Q8A. How **available** were [3RD OFFICE NAME] staff when you interacted with them?

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

Q8B. How **concerned** were [3RD OFFICE NAME] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

Q8C. How **effective** were [3RD OFFICE NAME] staff when addressing your issue?

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Q9. Have you contacted or interacted with [4TH OFFICE NAME] during this semester?

- Yes [→ Q9A]
- No [→ Q10]

Q9A. How **available** were [4TH OFFICE NAME] staff when you interacted with them?

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

Q9B. How **concerned** were [4TH OFFICE NAME] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

Q9C. How **effective** were [4TH OFFICE NAME] staff when addressing your issue?

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Q10. Have you contacted or interacted with [5TH OFFICE NAME] during this semester?

- Yes [→ Q10A]
- No [→ Q11]

Q10A. How **available** were [5TH OFFICE NAME] staff when you interacted with them?

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

Q10B. How **concerned** were [5TH OFFICE NAME] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

Q10C. How **effective** were [5TH OFFICE NAME] staff when addressing your issue?

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

STUDENT VIEWS OF THE INSTITUTION SECTION

[Note: Questions 11-13 appear in random order for each respondent.]

Finally, we'd like to know what you think about [INSTITUTION NAME] as a whole.

Q11. Based on your experiences, how likely are you to recommend [INSTITUTION NAME] to a friend?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

Q12. Considering the overall value of the education you have received so far from [INSTITUTION NAME], is it ...

- A **good value**, worth more than you paid for it
- A **fair value**, worth what you paid for it
- A **poor value**, worth less than you paid for it

Q13. What is your purpose for taking courses at [INSTITUTION NAME]? Please choose the response that best fits your purpose.

- Self-improvement [→ Q13A]
- Increase job and career opportunities [→ Q13B]
- Prepare for a four-year degree [→ Q13C]

Q13A. How well is your education at [INSTITUTION NAME] **helping you improve yourself?**

- Very well
- Fairly well
- Somewhat
- Not at all

Q13B. How well is your education at [INSTITUTION NAME] **increasing your job and career opportunities?**

- Very well
- Fairly well
- Somewhat
- Not at all

Q13C. How well is your education at [INSTITUTION NAME] **preparing you for a four-year degree?**

- Very well
- Fairly well
- Somewhat
- Not at all

Q14. Thinking about your experiences so far, please tell us what you think [INSTITUTION NAME]'s **greatest strength** is:

Q15. If [INSTITUTION NAME] could change **one** thing to help students succeed in college, what should it change?

DEMOGRAPHICS

Please tell us a little about yourself.

Q16. Thinking about the current semester, are you currently enrolled full-time or part-time?

- Part-time (less than 12 credit hours)
- Full-time (12 or more credit hours)

Q17. How many total credit hours have you earned at [INSTITUTION NAME]? Please do not include courses you are taking this semester.

- None
- 1-15 credits
- 15-29 credits
- 30-45 credits
- 46 or more credits

Q18. What is your race or ethnicity? Please check all that apply.

- African American or Black
- Asian American or Asian
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other

Q19. Which best describes your gender identity?

- Female/Woman
- Male/man
- Transgender Female/Transgender Woman
- Transgender Male/Transgender Man
- Another gender identity

Q20. What year were you born?



RISC

Revealing Institutional
Strengths and Challenges



INSTITUTIONAL REPORT
RISC STUDENT SURVEY FALL 2017
**GOTHAM TECHNICAL COMMUNITY
COLLEGE**

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RISC SURVEY OVERVIEW

01

SURVEY DESCRIPTION

The Revealing Institutional Strengths and Challenges (RISC) Survey provides detailed, actionable data about student success, using the latest advances in survey research and technology. Survey results pinpoint where students are experiencing obstacles and identify campus offices that excel in helping students succeed in college. The survey has three main sections.

The survey first asks students about facing challenges during the current semester in five broad areas: academic support services, campus environment, finances and financial aid, succeeding in their courses, and work and personal issues. Each section has multiple challenges, with over 80 unique challenges to student success across the five areas, such as errors with financial aid paperwork, not being told to take a course necessary for their degree, or difficulty using course technology in online classes.

Next, the survey asks students about their interactions with campus offices. Our research indicates that students want office staff who are accessible, concerned about helping them, and able to effectively solve their problem. Students describe five campus offices on these three dimensions; Gotham Tech chose the specific offices that appeared in the survey. The survey used office names specific to Gotham Tech, so that students saw office names they recognized.

Finally, students provide their overall perceptions of the college. Students are asked if they would recommend the college to a friend, whether the college is a good value, and how well the college is helping them meet their enrollment goals, such as improving job and career opportunities or preparing for a four-year degree.

Students are also given two open-response questions, where they could write out an answer: what is Gotham Tech's greatest strength, and if Gotham Tech could change one thing to increase student success, what should it change? See your college contact for the written responses to these two questions.

The survey concludes with a section asking about student demographic information.

Interactive and printable versions of the survey can be found at:
<https://www.risc.college/two-year-survey>

SURVEY ADMINISTRATION

The survey was administered online to 6,536 Gotham Tech students, using college email addresses, in October and November 2018. The response rate was 20.2%, resulting in 854 responses used for this report. Median time spent taking the survey was 7.2 minutes.

A total of 40 community colleges administered the survey in the fall. Your college's benchmark sample is based only on the other 39 colleges; each college is weighted equally for the benchmark numbers used sample in this report. Your benchmark sample has a total of 22,204 respondents.

CHALLENGES TO STUDENT SUCCESS

MAIN CHALLENGE AREAS

The RISC survey contains over 80 unique challenges that students face during college, and students can indicate they faced more than one challenge. The specific challenges are divided into five main areas:

- ▶ Academic support services
- ▶ Campus environment
- ▶ Finances and financial aid
- ▶ Success in courses
- ▶ Work and personal

The survey begins by asking students if they faced challenges in each of these these areas, and then asks about more specific challenges, depending on how students initially respond. The challenge order is randomly assigned for each respondent.

For example, students are asked:

Think about your finances and financial aid. Have you had any challenges in the following areas?

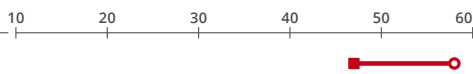




	Yes	No
Paying college and living expenses	<input type="radio"/>	<input type="radio"/>
Working with financial aid office	<input type="radio"/>	<input type="radio"/>
Military and employer tuition benefits	<input type="radio"/>	<input type="radio"/>

Students choosing “yes” to one or more of these response options are coded as having a challenge with finances and financial aid.

Table 2.1 provides an overview of the main challenges students faced at Gotham Tech in Fall 2017 in the five main areas. *Success in courses* is the area where your students most frequently reported having challenges, with 58% reporting one or more challenges in this area.

A negative number in the *Diff.* column indicates a lower proportion of students at your institution reported challenges in an area, compared to the benchmarking group. These are presented graphically with green bars. Positive numbers indicate a greater proportion of your students are reporting challenges, and are presented with red bars.

Table 2.1 Major challenges to student success

	GTCC % ○	Bench. % ■	Diff.	<i>n</i>	
Success in courses	58	47	+11	495	
Work and personal issues	47	53	-6	401	
Academic support services	42	29	+13	359	
Finances and financial aid	40	42	-2	342	
Campus environment	13	31	-18	111	

Notes

Green indicates that GTCC has a lower proportion of students reporting a challenge compared to the benchmark sample proportion; red indicates GTCC has a higher proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). Percentages do not sum to 100 because students could choose multiple challenges across the five topic areas. *n* in table row is the number of students choosing a challenge in that area at your college; overall sample $n=854$.

Tables 2.2 to 2.6 provide more detail about student challenges. For example, if a student answered “yes” to “Paying college and living expenses”, they were prompted with a follow-up question:

Where did you have issues paying expenses? Please check all that apply.

- Tuition and fees
- Paying college and living expenses
- Living expenses (housing, food, healthcare)
- Childcare
- None of the above

To help uncover where your students are facing challenges, we rank the major categories of challenges in descending order. We then rank the more specific challenges within each major category in descending order.

For example, 58% of your students chose one or more challenges in the major category of *Success in courses*. The most common subcategory was *Online classes*, with 28% choosing challenges in this subcategory. The most common specific challenge within the *Online classes* subcategory was *Difficulty keeping up because of no regular class times*, with 16% of your students mentioning this as a challenge to their success. All percentages in these tables are calculated as the percentage of the entire respondent sample.

Table 2.2 Challenges with success in courses

	GTCC %	Bench. %	Diff. %	<i>n</i>
Success in courses	58	47	+11	495
Online classes	28	21	+7	239
Difficulty keeping up because of no regular class times	16	9	+7	137
Difficulty learning material on my own	14	11	+3	120
Lack of interaction with faculty	12	9	+3	102
Lack of interaction with other students	8	5	+3	68
Difficulty using course technology	7	6	+1	60
Difficulty taking exams at testing center	5	3	+2	43
None of the above	3	2	+1	26
Developmental courses	23	21	+2	196
Did not prepare me for college-level courses	10	5	+5	85
Required to take too many	6	6	+0	51
Courses were too hard	6	7	-1	51
Courses were too easy	1	1	+0	9
None of the above	9	6	+3	77
Doing college-level work	21	17	+4	179
Poor planning & time management skills	14	8	+6	120
Poor study skills	10	7	+3	85
Not motivated to study	9	6	+3	77
Writing assignments were difficult	6	5	+1	51
Required level of math was difficult	5	5	+0	43
Took too many classes	3	3	+0	26
Skipped too many classes	0	1	-1	0
None of the above	2	2	+0	17
Faculty	19	16	+3	162
Did not teach well	14	11	+3	120
Feedback on assignments not helpful	9	7	+2	77
Not helpful outside of class	6	4	+2	51
Not concerned about my academic success	6	6	+0	51
Took too long to grade assignments	5	5	+0	43
Not responsive to email	4	5	-1	34
Not available to meet in person	2	2	+0	17
None of the above	2	2	+0	17

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.3 Challenges with work and personal life

	GTCC %	Bench. %	Diff. %	<i>n</i>
Work and personal issues	47	53	-6	401
Family and friends	29	31	-2	248
Difficulty balancing demands of family and college	20	22	-2	171
Difficulty finding childcare	11	4	+7	94
Difficulty dealing with health of family and friends	3	11	-8	26
Family does not support me going to college	2	4	-2	17
None of the above	2	4	-2	17
Work	26	34	-8	222
Work schedule not flexible during semester	11	9	+2	94
Work hours do not leave time for study	8	20	-12	68
Pay not enough to cover expenses while in school	2	17	-15	17
Work schedule prevents campus resource use	1	12	-11	9
None of the above	6	3	+3	51
Health and disability	19	17	+2	162
Pregnancy and childbirth	12	1	+11	102
Faculty did not provide necessary accommodations	10	1	+9	85
Campus is difficult to navigate with disability	1	0	+1	9
Disability services did not provide support	1	1	+0	9
Emotional/mental health issue	1	10	-9	9
Physical health issue	0	9	-9	0
None of the above	1	2	-1	9
Transportation to campus	4	12	-8	34
Car or carpool is unreliable	2	5	-3	17
Campus transportation system not reliable	2	1	+1	17
Travel to campus takes a long time	1	6	-5	9
Public transportation system not reliable	0	3	-3	0
None of the above	1	2	-1	9

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.4 Challenges with academic support services

	GTCC %	Bench. %	Diff. %	<i>n</i>
Academic support services	42	29	+13	359
Registering for courses	27	17	+10	231
Course was offered but full	21	6	+15	179
Course not offered at times I needed	19	8	+11	162
Course not offered this semester	12	5	+7	102
Had a registration hold	5	3	+2	43
None of the above	3	5	-2	26
Academic advising	19	13	+6	162
Difficult to contact/meet with advisor	11	7	+4	94
Not told to take necessary course	10	5	+5	85
Told to take unnecessary course	7	4	+3	60
Course/program materials were incorrect	3	2	+1	26
None of the above	2	2	+0	17
Tutoring	11	7	+4	94
Tutoring not available when I needed assistance	5	3	+2	43
Tutoring not helpful	4	2	+2	34
Tutoring hours not convenient	4	3	+1	34
Tutoring not available in subject area	3	2	+1	26
None of the above	2	1	+1	17
Computer & science labs	9	5	+4	77
Lab busy when needed	5	1	+4	43
Lab hours not convenient	3	1	+2	26
Problems using computers and equipment	2	2	+0	17
None of the above	1	1	+0	9
Library	6	4	+2	51
Study spaces not available when needed	3	1	+2	26
Staff not helpful	2	1	+1	17
Hours not convenient	2	1	+1	17
Resources I needed not available online	1	1	+0	9
None of the above	2	2	+0	17

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.5 Challenges with finances and financial aid

	GTCC %	Bench. %	Diff. %	<i>n</i>
Finances and financial aid	40	42	-2	342
Paying expenses	31	36	-5	265
Books, software, and other supplies	22	22	+0	188
Tuition and fees	17	19	-2	145
Living expenses	15	26	-11	128
Childcare	3	3	+0	26
None of the above	1	1	+0	9
Financial Aid office	23	15	+8	196
Delays in getting money	12	6	+6	102
Unable to answer questions	11	5	+6	94
Process was unclear	11	8	+3	94
Difficult to contact/meet with staff	10	5	+5	85
Errors processing financial aid	7	6	+1	60
Gave me wrong information	6	4	+2	51
None of the above	1	2	-1	9
Military & employer tuition benefits	2	1	+1	17
Did not know how to obtain benefits	1	1	+0	9
Given wrong info. about benefits	1	0	+1	9
Delays receiving benefits	0	1	-1	0
None of the above	0	0	+0	0

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.6 Challenges with the campus environment

	GTCC %	Bench. %	Diff. %	<i>n</i>
Campus environment	13	31	-18	111
Parking on campus	9	26	-17	77
Difficulty finding parking on or near campus	8	23	-15	68
Difficulty getting parking pass	0	1	-1	0
Parking on or near campus is too expensive	0	3	-3	0
None of the above	1	2	-1	9
Interactions with other students	8	8	+0	68
Did not know many other students	4	6	-2	34
Did not feel welcome due to my race or ethnicity	2	1	+1	17
Did not feel welcome due to my sexual orientation	0	0	+0	0
Did not feel welcome due to my gender identity	0	0	+0	0
None of the above	2	2	+0	17
Safety and crime	2	2	+0	17
Parking lots not safe	1	1	+0	9
Was a victim of a crime	0	0	+0	0
Campus not safe	0	0	+0	0
None of the above	1	1	+0	9

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

STUDENT-OFFICE INTERACTIONS

Table 3.1 shows the administrative support units your college chose for the RISC Survey. Unit names appeared on the survey exactly as they are listed in this report. Student Success Center was the most commonly used office, with 86% reporting using the office during the Fall 2017 semester, followed by Financial Aid (55%) and Admissions (41%).

Table 3.1 Office usage

Office	% using	<i>n</i>
Student Success Center	86	734
Financial Aid	55	470
Admissions	41	350
Testing Center	32	273
Disability Services	8	68

If students indicated they interacted with an office during the semester, they were asked three questions about their interactions with staff:

How available were [unit name] staff when you interacted with them?

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

How concerned were [unit name] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

How effective were [unit name] staff when addressing your issue?

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Table 3.2 Student-administration interactions

	GTCC % ○	Bench. % ■	Diff.	<i>n</i>	
					40 50 60 70 80 90
Admissions					
Available	76	72	+4	350	
Concerned	55	61	-6	350	
Effective	73	60	+13	350	
Disability Services					
Available	43	70	-27	68	
Concerned	57	74	-17	68	
Effective	48	60	-12	68	
Financial Aid					
Available	61	73	-12	470	
Concerned	54	56	-2	470	
Effective	66	77	-11	470	
Student Success Center					
Available	81	70	+11	734	
Concerned	60	55	+5	734	
Effective	68	65	+3	734	
Testing Center					
Available	87	69	+18	273	
Concerned	64	52	+12	273	
Effective	78	78	+0	273	

Notes

Percentage is the proportion of students rating an office in the top response category (*very available/concerned/effective*). Green indicates that GTCC has a higher proportion of students choosing the category compared to the benchmark sample proportion; red indicates GTCC has a lower proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). *n* in table row is the total number of students at your college rating an office on that dimension; i.e., the denominator for the row percentage.

Results are presented in Table 3.2, which shows the percentage of respondents choosing the top category (*very available/concerned/effective*).

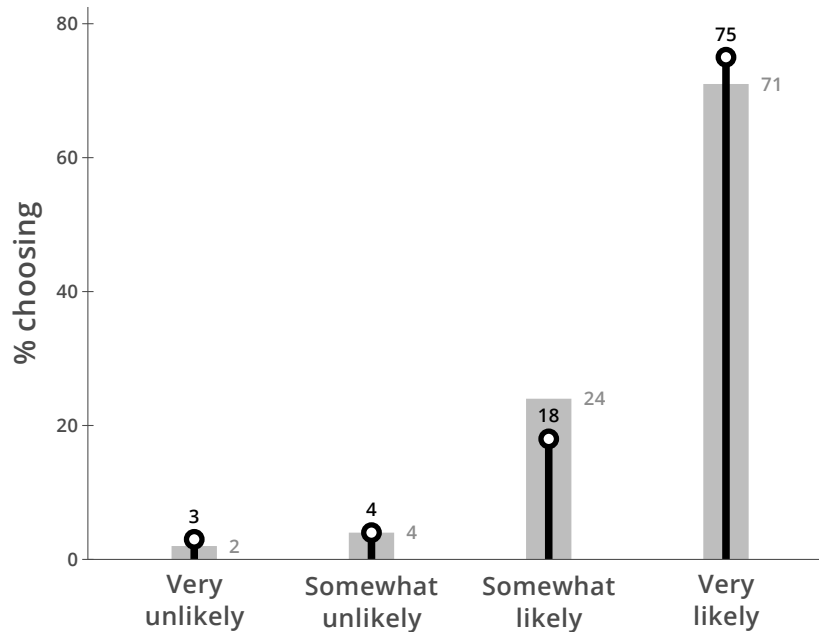
Green indicates that GTCC has a lower proportion of students reporting a challenge compared to the benchmark sample proportion; red indicates GTCC has a higher proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). Percentages do not sum to 100 because students could choose multiple challenges across the five topic areas. *n* in table row is the number of students choosing a challenge in that area; overall sample $n=854$.

STUDENT VIEWS OF THE INSTITUTION

Besides challenges and office interactions, students were asked several questions about Gotham Tech overall.

The first question, “Based on your experiences, how likely are you to recommend Gotham Tech to a friend?”, is a summative measure of how students view your institution. Results are presented in Figure 4.1, with Gotham Tech represented by the black line and the benchmark sample by the gray line. 93% of your students would be somewhat or very likely to recommend Gotham Tech. The Gotham Tech distribution of responses is statistically significantly different from the benchmark sample.

Figure 4.1 Would student recommend Gotham Tech to a friend?

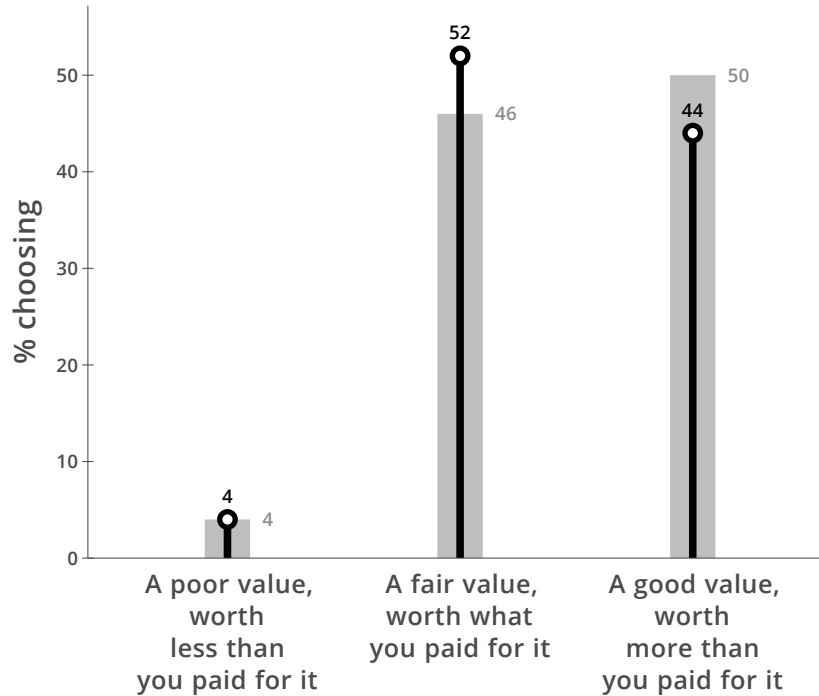


Notes

GTCC is the black bar; benchmark sample is gray. $\chi^2 = 17.3, p < .01; n = 854$.

Next, students were asked to rate the overall value of their education at Gotham Tech (see Figure 4.2). 96% of your students believe their education is worth what they paid (or even worth more). The Gotham Tech distribution of responses is statistically significantly different from the benchmark sample.

Figure 4.2 Overall value of education?



Notes

GTCC is the black bar; benchmark sample is gray. $\chi^2 = 11.5, p < .01; n = 854$.

The last set of questions asks students how well your college is doing in preparing students for their educational goals. The top half of Table 4.1 lists students' responses to their primary reason for attending Gotham Tech. 52% chose *Prepare for a four-year degree* as their primary purpose for attending your institution.

Students were then asked how well Gotham Tech is helping them achieve the specific goal they chose. Students could choose from *very well*, *fairly well*, *somewhat*, or *not at all*. Responses from the top category are presented in the bottom half of Table 4.1. For example, 54% of the students who chose *Prepare for a four-year degree* as their primary goal indicated that Gotham Tech is doing *very well* in terms of preparing them for a four-year degree.

Table 4.1 How well is education helping accomplish goals

	GTCC % ○	Bench. % ■	Diff.	<i>n</i>	
Purpose of taking courses at GTCC					
Prepare for a four-year degree	52	41	+11	444	
Increase job and career opportunities	37	50	-13	316	
Self-improvement	11	10	+1	94	
How well is education at GTCC ...					
Prepare for a four-year degree	54	48	+6	444	
Increase job and career opportunities	50	52	-2	316	
Self-improvement	40	47	-7	93	

Notes

Top panel row percentage is the proportion of students choosing one of the three educational goals. Bottom panel row percentage is the proportion of students choosing *very well* in response to the preparation question for that goal. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). *n* in table row is the total number of students responding to the question; i.e., the denominator for the row percentage. Difference bars in the top panel of the table are in black, to reflect that schools may score high or low on these measures, depending on their institutional mission. In the bottom panel, green indicates that GTCC has a higher proportion of students reporting that GTCC is helping them achieve their educational goal compared to the benchmark sample; red indicates a lower proportion.

A D M I N I S T E R I N G I N 2 0 2 0 - 2 0 2 1

We are offering the RISC free of charge to colleges and universities for Fall 2020 and Spring 2021 administrations. In these difficult times, we want to support your efforts to help your students succeed. We understand your institution may be experiencing financial constraints, and we want to help.

Institutions can administer the RISC at two timepoints during the academic year: late fall (October and November) and late spring (March and April). [We are currently taking registrations for fall and spring administration during the 2020-2021 academic year.](#)

Administering on your campus

We offer four modes of data collection:

1. Web survey

Colleges provide us with a list of student names and email addresses, and we send each student an initial email invitation and four reminder emails with unique hyperlinks to the survey. The survey typically takes around 7 minutes to complete.

Total survey administration time for this approach is two weeks.

2. In-class administration using personal devices (no online courses)

We recommend this approach for smaller institutions, or institutions that traditionally have

low survey response rates.

Colleges provide us with a list of course sections and names and email addresses of students enrolled in each section. We create a file consisting of a personalized [one-page flier](#) for each student, sorted by course section, with faculty instructions for each section. We securely transmit this file to colleges; colleges then print off the login sheets and distribute to faculty.

Faculty (or administrative staff) distribute the fliers to students in their course section. Each flier has a unique code that allows students to take the survey in class using a cell phone, tablet or laptop. Including time necessary to give fliers to students, total time for in-class administration should take no more than 20 minutes. Unlike other in-class surveys, there are no materials to collect afterwards, because students take the survey online.

We then send up to three emails to nonrespondents. This ensures that students who did not attend class on the day the fliers were distributed have the ability to answer the survey.

Total survey administration time for this approach is three weeks: two weeks to allow for in-class administration, followed by one week of web survey administration.

3. In-class administration including online courses

Colleges choose this approach if they want to use the in-class option, but also want to include students in online courses. Students in the in-class courses receive login sheets from their instructors, and students in online classes are contacted by us via email.

Total survey administration time for this approach is three weeks.

4. Open URL

Some colleges prefer to post a common hyperlink to the survey on college websites and social media, without directly emailing students unique hyperlinks. We provide this option, but for a variety of reasons we do not recommend it. Please contact us for more information.

Which option should we choose?

We recommend a minimum of 300 survey responses. Given that some colleges tend to have low response rates for web surveys, we also recommend surveying the entire student body when possible, especially for smaller institutions. Alternatively, consider using in-class administration.

For example, if the total number of students at your college is 1,500 and your typical web survey response rate is 10%, your expected number of respondents is 150. Here, we would strongly recommend in-class administration. But if the typical response rate is 30%, your expected number of respondents is 450, so web survey administration would be fine. Please contact us if you would like to discuss which would be your best option.

Schedule

The RISC Survey team works closely with you on every aspect of preparing and administering the survey, including invitations, reminder messages, and delivery of the online survey. The timeline below outlines the process for the Fall 2020 data collection.

Spring 2020: Register for survey and plan

- Registration opens March 1st.
- Sign service agreement.
- Begin planning promotional materials (e.g., pre-notification, social media, flyers, incentives).

Fall 2020: Survey preparations

- Customize your survey
 - Provide RISC team the five office names you want included on the survey
 - Develop up to 10 college-specific questions (additional \$500 charge)
- Provide student population data file to RISC Survey staff
- Finalize promotional strategy
- Draft pre-notification email from college president
- Work with college IT professionals to have our domain name whitelisted

November/October 2020: Notification and data collection

- College sends survey pre-notification email from your college president
- Survey administration opens
- RISC staff send invitation to students and subsequent reminder messages to nonrespondents

January 2020: Data & Reports

- RISC staff deliver custom college reports and raw survey data file

Pricing

~~Because survey costs do not increase with the number of respondents, we charge a flat fee of \$2,000 per school, regardless of size.~~ This includes administration of the survey, generation of and electronic copies of all reports, and a copy of the survey dataset.

Colleges can add up to 10 additional questions for free ~~for an additional \$500.~~

Payment is due as follows:

- ~~A non-refundable down payment of \$500 and the signed contract is due 6 weeks prior to survey administration date.~~
- Student emails, customized office names and optional college questions are due 4 weeks prior to survey administration date (this date is chosen by the college).
- ~~Remaining balance is due when final report and materials are delivered.~~
- ~~Withdrawal: If a college decides to withdraw prior to survey administration, we will charge an additional \$500 cancellation fee if we have already processed and loaded your data into our system.~~

Deliverables

Colleges receive an [institutional report](#) describing their survey results, as well as benchmarking data from other participating colleges.

Survey responses are provided in SAS, SPSS, and Stata formats.

Registration Form

Please submit the information below, and a representative will contact you shortly.

Administration

Please check one of the following methods you would like to use for your institution:

Web survey

In-class administration (no online classes)

In-class administration including online classes

Open URL

Custom Questions

We would like to include 10 additional custom questions with the survey.

Proposed RISC Items (PFC 9/22/2020)

Two Demographic/Grouping Items

1. Which of the following resources or services have you used during this semester? (Mark all that apply.)

- CalWORKS
- DSPS (Disabled Students Program & Services)
- EOP&S (Extended Opportunity Program and Services)/CARE
- Guardian Scholars/Foster Youth
- MESA (Mathematics, Engineering, and Science Achievement)
- TRIO/PASS (Personal Academic Support Services)
- Scholars Hub (Hope Scholars, Queer Initiative Scholars, R.I.S.E. Scholars)
- Student Life & Leadership
- Veterans Service Center
- Other (please specify)

2. How many hours a week do you work for pay? (If not working for pay, enter 0.)

0 60

Proposed RISC Items (PFC 9/22/2020)

5 Faculty Interaction & 2 Staff Interaction (perception items) plus 1 on Remote Education Issues

3. Mark how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My instructors know my name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy to approach my instructors about my questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors care about my success in their course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable visiting my instructors during office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors believe I can pass their course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College employees (non-instructors) treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College employees (non-instructors) are helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Are any of the following issues limiting your ability to be successful in your courses? (Mark all that apply.)

- Access to computer (desktop or laptop)
- Unreliable or no internet access at home
- Limited data on cell phone plan
- Needing specialized software (e.g., Excel, Adobe Suite, AutoCAD)
- Online courses that would be better hands-on or in-person
- Supporting educational needs of children in my home
- Caring for family members
- Having a quiet place of my own for attending class
- Inflexible course requirements
- Quality of instructors' technology
- Instructors' ability to teach remotely
- Availability of online support services
- None of the above
- Other (please specify)

Proposed RISC Items (PFC 9/22/2020)

List of 5 offices/services for main survey

5. The five offices/services chosen by IEC:

- Admissions & Records
- Counseling Center
- Financial Aid
- Learning Assistance Center (LAC)
- Library