

**A Content Analysis of
Open-Ended Responses
From the Foundations of Excellence®
Fall 2007
Faculty Staff Survey**

Anne L. Fulkerson, Ph.D.
Enrollment and Retention Research Associate

Summary

In the Fall of 2007, Owens Community College administered a 108-question survey to 1,439 faculty and staff on the Toledo- and Findlay-area campuses as part of the Foundations of Excellence® self-study. Two open-ended questions on the survey asked faculty and staff to list the top three strengths and the top three weaknesses in which the institution conducts the first year of college. The purpose of this report is to identify common themes in faculty/staff responses to these two questions.

In order to identify general themes among faculty/staff responses, content analyses were performed for each question using SPSS Text Analysis®. This software identifies common themes based on the frequency with which related words are used. Responses are then inspected to ensure that they fit the theme to which they are assigned, and manual adjustments are made as necessary. All themes include a minimum of three responses, and because several ideas may have been expressed within one response, responses can be classified into more than one theme.

A summary of results is provided below and the text of responses for each theme is included on pages 5 - 63. The top five strengths in which the institution conducts the first year of college identified by faculty and staff include, (1) Friendly/Helpful/Caring Faculty and Staff (26.7% of respondents), (2) Academic Support (23.1% of respondents), (3) the First Year Experience / Title III Grant Initiatives (17.3% of respondents), (4) Advising (12.0% of respondents), and (5) Communication of Information and Expectations (11.5% of respondents).

Many of the strengths identified by faculty and staff were also identified by students (see 'A Content Analysis of Open-Ended Responses From the Foundations of Excellence Fall 2007 Student Survey', available from the Institutional Research Office, for a complete analysis of student responses), including (1) Friendly/Helpful/Caring Faculty and Staff, (2) Advising, (3) Cost, (4) Small Campus and Class Sizes, (5) Variety of Programs, Courses, and Class Times, (6) Financial Aid, (7) Academic Support, and (8) Registration and Enrollment. One notable difference is that faculty and staff identified the FYE initiative as a top strength while students did not. This difference may be due to the fact that the FYE initiative is still relatively new and that students have not yet fully felt its effects.

Faculty and staff say that the top weaknesses include (1) Inadequate Advising and Counseling Services, (2) Poor Communication, (3) Incorrect Placement of Unprepared Students, (4) Orientation and FYE not being Fully Required, and (5) Being too Enrollment Driven. Like students, faculty and staff identified advising as both a top strength and a top weakness. This dichotomy highlights the overall importance of advising to student success and is likely due to inconsistencies in the receipt and quality of advising. Some students take full advantage of advising services and receive excellent help with program planning and course scheduling, others feel that they have been advised to take unnecessary classes, and still others receive no advising at all. Furthermore, while many faculty and staff use the terms 'counseling' and 'advising' interchangeably, it is clear that many see the need for psychological counseling and support services.

Faculty and staff also agree with students that a mandatory orientation would be helpful and that communication is a major weakness. However, while faculty and staff identify communication as more of a general problem, students are specifically concerned about the communication of activities and events.

Not surprisingly, there are many dissimilarities in the weaknesses identified by faculty/staff and students, with faculty and staff focusing more on organizational improvements (such as a need for more information and resources; clearer and stricter policies; more consistency, collaboration, continuity, and coordination; more faculty input and involvement; better planning, decision-making, and implementation; and

more student intervention and follow up) and students focusing more on issues related to access and assistance (such as more course offerings and class times; more parking; more help with classroom learning, financial aid, and transferring). One notable difference, however, is that faculty and staff cite the need for better class placement of unprepared students whereas students cite the need for better teachers and instructional methods. These two identified needs may perhaps represent different perspectives on the same issue: there is a population of students who are struggling academically. The most common suggestions for addressing the issue included stricter course prerequisites (including prerequisites and other restrictions on web courses), higher standards and more accountability for teachers, and more supplementary learning opportunities (including more group, hands-on, and out-of-class learning activities).

The top strengths in which the institution conducts the first year of college

A total of 225 faculty and staff responded to this question out of 690 survey respondents, or 32.6%. Of the 225 responses, (222 or 98.7%) could be classified into at least one category. A total of 36 themes were identified, and they are listed below along with the percentage of respondents who expressed the themes. Please note that the percentages will not sum to 100% because most responses included more than one theme. The full text of responses within each theme is included on pages 5-33.

Theme	#	%
Friendly / Helpful / Caring / Excellent Faculty & Staff	60	26.7%
Academic Support / Learning Centers	52	23.1%
FYE & Title III Grant	39	17.3%
Advising	27	12.0%
Communication of Information & Expectations	26	11.5%
Variety of Programs, Courses, and Class Times	25	11.1%
Low Cost	20	8.9%
Small Class / Campus Size	20	8.9%
Recruitment / Registration / Enrollment	19	8.4%
Activities / Recreation	19	8.4%
None / NA / Don't Know	19	8.4%
Focus on Student Success	17	7.6%
Remedial Courses	13	5.8%
Financial Aid	13	5.7%
Individual Attention	12	5.3%
Course Placement & Testing	10	4.4%
Academic Excellence	10	4.4%
Orientation	10	4.4%
Assessment	9	4.0%
Professional Development Resources & Activities	9	4.0%
Owens is Just Now Initiating a First Year Initiative	9	4.0%
Nice Facilities & Campus	8	3.6%
Technology / Equipment	7	3.1%
Mission / Vision / Values	6	2.7%
Dedicated Financial Resources	6	2.7%
Accessibility	6	2.7%
Course Requirements / Prerequisites / Standards	5	2.2%
Student Services	5	2.2%
Administration / Management / Organizational Structure	4	1.8%
Focus on Retention	4	1.8%

Theme	#	%
Advertising	4	1.8%
Collaboration On and Off Campus	4	1.8%
Disability Services	3	1.3%
Library	3	1.3%
E-Portfolio	3	1.3%
Syllabi	3	1.3%

The top weaknesses in which the institution conducts the first year of college

A total of 226 faculty and staff responded to this question out of 690 survey respondents, or 32.8%. Of the 226 responses, 215 (or 95.1%) could be classified into at least one category. A total of 31 themes were identified, and they are listed below along with the percentage of respondents who expressed the themes. Again, the percentages will not sum to 100% because most responses included more than one theme. The full text of responses within each theme is included on pages 34-63.

Theme	#	%
Inadequate Advising & Counseling Services	75	33.2%
Poor Communication	53	23.5%
Incorrect Course Placement & Unprepared Students	41	18.1%
Nothing / NA / Don't Know	28	12.4%
Orientation & FYE Not Fully Required	26	11.5%
Too Enrollment Driven	19	8.4%
Lack of Information & Resources for Adjuncts	17	7.5%
Lax / Unclear Policies and Procedures	15	6.6%
Not Enough Full-Time Faculty and Staff	13	5.8%
Lack of Information on Students and Assessment	13	5.8%
On-Line Classes, Registration, Testing & Evaluations	11	4.9%
Lack of Intervention & Follow Up	11	4.9%
Lack of Planning, Decision-Making, & Implementation	11	4.9%
Lack of Faculty Input, Involvement, & Support	9	4.0%
Lack of Consistency	9	4.0%
Lack of Coordination, Collaboration, & Continuity	9	4.0%
Inadequate Staffing & Financial Resources	9	4.0%
Technology Issues	8	3.5%
Insufficient Academic Support Services	7	3.1%
Financial Aid Abuse & Other Financial Aid Issues	6	2.7%
Issues Related to Student Services	6	2.7%
Professional Development Activities, Training & Resources	6	2.7%
Poor Customer Service	5	2.2%
Lack of Rewards & Recognition for Faculty	3	1.3%
Lack of Activities	3	1.3%
Parking	3	1.3%
Meeting Needs of Non-Traditional Students	3	1.3%
Problems with Books	3	1.3%
Lack of Community	3	1.3%
Not Enough / Too Many Course Times & Offerings	3	1.3%
Problems with Faculty Evaluations	3	1.3%

Text of Faculty/Staff Responses by Theme*

Please list this institution's top three strengths regarding the way it conducts the first year of college

Friendly / Helpful / Caring / Excellent Faculty & Staff (60 of 225 respondents, or 26.7%)

Writing Center/Math Lab help _ Dedicated instructors _ Orientation?

We have an excellent staff that is dedicated to helping the student become successful. _ We are beginning to develop a serious plan of action to help students with their first year experience of college. _ The willingness of faculty and staff to adapt to

We are working very hard at establishing our new First Year Experience Program. _ Using teachers familiar with new students has been very beneficial. _ Advisors have done well at expressing the advantages of the First Year Experience classes to new studen

VERY HIGH LEVEL OF ASSISTANCE. i.e. MATH AND TUTORING LABS FOR STUDENTS, FACULTY WHO REALLY CARE ABOUT STUDENTS. SMALL CLASS SIZES ALLOW INTERACTION WITH STUDENTS.

time, money, staff

The teachers were very helpful in answering any and all questions from students. If the questions were difficult or the student could not totally understand what the teacher was trying to convey, the teacher would make comparisons or break down their ans

The students ease to interact with faculty and staff. The students have a close proximity of food choices, tv, and recreation at OCC. Labs are available and online questions to the Instructors for 24/7 feedback.

The knowledge of the full-time faculty. _ Availablity of courses. _ Support for students.

The institution provides out-of-class academic help for students; _ Instructors take time to help their students to improve; _ The FYE course has been initiated this year to help new students to adapt to college.

Strong enrollment of new students. _ Using the words 'student success' in all publicity. _ Many personally committed faculty and staff who want students to succeed. _

small classes, personal attention, good teaching staff

small class size, faculty that care,

small class size _ faculty experienced in dealing with first year community college students _ inside institution, outside class assistance availability

Since I am a part-time instructor it is very hard for me to answer this question.

* To protect the identity of individuals, capital "Xs" are used in place of person's names. Some responses are cut off due to the limited number of characters captured by the survey software.

Sensitivity to out-of-class difficulties students are experiencing _ Understanding that many students have been out of the classroom for years _ Personal attention by faculty and one-on-one teaching experiences

Recruiting tools _ Offering study services _ Faculty trying to present a balance of challenge and support

Provides state-of-the-art equipment for hands-on learning. _ Instructors take extra time for students struggling with a concept. _ Low cost. _ Administration down to part-time have no higher cause than a student's achievement.

provides cost effective way of attending college for the 1st two years _ instructors generally care about the welfare of their students _ instructors teach for the love of student's learning

price; faculty; facilities, including web

Pre-testing _ Faculty positive interaction with students _ Communication of admin regulations _ practices in student services (general) _ exposure to full-time faculty up front _ orientation to SHAC

Personal advising, FYE Classes, friendly, caring faculty and staff

Our dept. tries to help direct students to the correct classes (advising stinks!) after the fact. _ _ Our chair and dean do a great job working with students to do everything they can to get them through, help them when they can, and get them on the right

Orientation and advising _ Caring faculty _ Academic support labs _

number of classes available due to high number of adjunct teachers--which is how the college keeps low tuition--by not paying well for good teaching! _

not as demanding _ professors willing to work with students _

My perception is that advising and financial aid is accurate, enthusiastic and welcoming _ Classes are small so faculty availability is present _ More attention is being paid to new students coming to campus to assist them in their success _ _

Mission and vision statement _ Opportunities for help in the educational process _ Quality of instructors and their occupational experiences they bring to the classroom

Measurement of math, english skills upon entering _ Ease of enrollment IF the student knows what they want _ Personal attention to each student by faculty because of small class size

XXXX XXXXXX friendliness & desire to help as much as possible, offering free tutoring services from the various learning centers / labs

Interaction with faculty _ Outstanding student services area _ Students Involved groups

Integrated services of Academics and Student Services _ Support from Center for Teaching and Learning _ Faculty and Staff commitment to student success

Institutionalizing FYE and student success courses on all college levels _ Allowing faculty to be more involved in student success and retention _ _ _

Inclusion of First Year experience course as part of the core requirements of students in programs. _ The inclusion of a broad spectrum of faculty teaching FYE _

I have been employed by the institution in another department as clinical faculty since 1999 but until this semester, have not been directly responsible for a class so I don't feel I have the experience to answer this question.

Good advising _ well trained staff _ This is a well-oiled machine, once a student can get in to the proper bureaucratic loop.

Getting teachers from several fields.

friendly

faculty willing to work with students, cheap, accessible.

Faculty involvement _ Field Trips _ Student journals

Faculty commitment. Support services are available but I don't know how well they are communicated to first year students.

Exposing students to many opportunities, having wide variety of scheduling times for courses, friendly faculty and staff

developmental courses, financial aid, faculty

Communication with students _ Academic excellence _ Caring for student as an individual
classroom instruction _ instructor availability _ developmental education opportunities

Caring persons; walking students through the first year with counseling, etc.; Follow up for academic issues

Caring for the students. _ Teachers are very available _ Have good vision and mission in educating students. Really believe that all can make it.

Availability of developmental education courses, low student/teacher ratios, dissemination of information related to the institution through various forms (school newspaper, bulletin boards, E-mail, etc.)

A good Disabilities Services Department _ A good Fin. Aid office with sufficient staffing _ A friendly Bursars Office _

1. special class for new student. _ 2. full time faculty that really care. _ 3. Faculty are open to help the new student in the beginning.

1. small class size allows personal attention to students _ 2. faculty committed to quality instruction _ 3. good support services like the writing center

1. Open labs w/ their current extended hours to help assist the new students. _ 2. Friendliness and efficient Help Desk staff in order for first year students to get direction. _ 3. Assistance from various departments across campus that are open and frien

1. Individual attention to the student and the student's needs. _ 2. A positive attitude by all Owens parties who come into contact with the student. _ 3. An evident belief by all Owens personnel that the student can and will learn.

1. Financial help _ 2. Teachers mentoring student _ 3. Can't think of anything else

1. Faculty encourages the students to strive and succeed _ 2. Staff is responsive to sutdents needs _ 3. The institution has quality outside help i.e. writing center, test center to give the student the ability to succeed

1. Dedicated faculty 2. support systems, like the Writing Center 3. Small class sizes

1. Classes are small and faculty are usually available to students _ 2. Instructors in math lab and writing center are excellent

1. Small class sizes and approachable faculty - a student should be able to get the help they need, provided the faculty member knows about it. _ 2. Enrollment and registration processes are very efficient, but I don't think the advisors know enough abo

1. Assessment tests _ 2. Appropriate prerequisites _ 3. Availability of faculty

1. Any faculty F/T or P/T member who can advise them on future classes _ 2. Free Tutoring _ 3. That we recognize the need for assitance to our clients, lest we forget it...

Academic Support / Learning Centers (52 of 225 respondents, or 23.1%)

Writing Center/Math Lab help _ Dedicated instructors _ Orientation?

Writing Center and various labs (math lab, computer lab) that help students with specific challenges. _ Business Professionalism class which was developed several yeard ago to address the need of first year students in the School of Business and Informati

VERY HIGH LEVEL OF ASSISTANCE. i.e. MATH AND TUTORING LABS FOR STUDENTS, FACULTY WHO REALLY CARE ABOUT STUDENTS. SMALL CLASS SIZES ALLOW INTERACTION WITH STUDENTS.

Tutoring programs _ Diverse academic programs _ Class schedule options

Tutoring available _ Student Resources/Learning Center availability _ Creating ePortfolio

The students ease to interact with faculty and staff. The students have a close proximity of food choices, tv, and recreation at OCC. Labs are available and online questions to the Instructors for 24/7 feedback.

The knowledge of the full-time faculty. _ Availablity of courses. _ Support for students.

The institution provides out-of-class academic help for students; _ Instructors take time to help their students to improve; _ The FYE course has been initiated this year to help new students to adapt to college.

The addition of the FYE course _ Academic Services for students _ Library facilities

Student financial issues; helping students with academic difficulties; student extracurricular activities

small classes, learning centers, access to technology

small class size _ faculty experienced in dealing with first year community college students _ inside institution, outside class assistance availability

several learning labs to assist students academically _ bend over backwards to get them enrolled _ help purchase books prior to having financial aid in place so don't get behind

Recruiting tools _ Offering study services _ Faculty trying to present a balance of challenge and support

Owens offers the following: low cost tuition, ample help for new students, and a good education.

Orientation and advising _ Caring faculty _ Academic support labs _

Offers remedial work as part of admission plan; many labs, etc. where students can go for help; clear objectives for instructors and use of CAPP to measure how well they are met.

Offers classes to bring students up to speed on math and writing. _ Offers additional lab time to tutor students. _ Improving the way it looks at retention.

Offering well-developed Developmental Education courses _ Offering classes at various times and days of the week _ Providing free tutoring services at many times.

offering extra help through various learning centers _ keeping class sizes smaller than some 4 year schools

Now offers 'first year experience' class; _ offers free tutoring at learning centers; and _ wide range of class times to accommodate students' schedules. _

XXXX XXXXXX friendliness & desire to help as much as possible, offering free tutoring services from the various learning centers / labs

Individualization _ Resources for help _ Cost

Grounds _ Extracurricular activities _ Learning Centers and tutors

Good focus on regional employment, excellent guidance toward choosing a career path, plenty of resources available to help students outside of class

FYE course; existence of and information about support services; placement testing

Freshman orientation _ Math / Writing labs _ Honors program

Focus on student success by linking students with academic advisors _ Appropriate placement in classes based on scores on standardized assessments _ Providing support and mentoring for students who are struggling _

Faculty commitment. Support services are available but I don't know how well they are communicated to first year students.

encourages teachers to identify students with academic difficulties _ is beginning to address the need for students to set realistic expectations of college _

Developmental Education _ Reading, Writing, Math Labs _ Small class sizes for Developmental Education

Classes/assistance for students willing to participate

Caring persons; walking students through the first year with counseling, etc.; Follow up for academic issues

Available learning centers.

affordability _ flexible course scheduling _ student support

Academic expectations are clearly defined. _ Extra help opportunities such as Math Lab, Natural Science Learning Center, and Writing Lab _

1.) Interaction with the community _ 2.) That there is a new FYE program _ 3.) Resources for help if students seek it out.. Math Lab, writing lab, science learning center, tutors etc...

1. small class size allows personal attention to students _ 2. faculty committed to quality instruction _ 3. good support services like the writing center

1. Open labs w/ their current extended hours to help assist the new students. _ 2. Friendliness and efficient Help Desk staff in order for first year students to get direction. _ 3. Assistance from various departments across campus that are open and frien

1. Faculty encourages the students to strive and succeed _ 2. Staff is responsive to students needs _ 3. The institution has quality outside help i.e. writing center, test center to give the student the ability to succeed

1. Dedicated faculty 2. support systems, like the Writing Center 3. Small class sizes

1. Course sequencing and insistence on prerequisites _ 2. Providing general academic support in the form of writing center, study center etc. _ 3. Diverse extra-curricular activities

1. Classes are small and faculty are usually available to students _ 2. Instructors in math lab and writing center are excellent

1. Academic Learning Centers are excellent student resources; notably the Natural Science Learning Center (though math should be offered there once again because physics and chemistry are very math intensive!) _ _ 2. Accessibility. We are very accessible

1. Small classes; friendly atmosphere _ 2. Availability of one-on-one help in labs and centers _ 3. Introduction of First Year Experience Program

1. Diversity of available classes. _ 2. Availability of tutoring. _ 3. Retention of students for second year. _

1. Any faculty F/T or P/T member who can advise them on future classes _ 2. Free Tutoring _ 3. That we recognize the need for assistance to our clients, lest we forget it...

1. Academic resources that are available to all students such as the writing lab ect..... _ 2. Extracurricular activities such as Clubs, Organizations and Intramural team building activities. _ 3. On campus fairs (such as the Cair Fair through Enrollment)

1) Strong academic support _ 2) Availability of resources _ 3) Outside of class resources

1) Offering FYE courses _ 2) Availability of labs (Math Lab, Writing Center, etc.)

1) It tests all students coming in _ 2) Has a very active tutoring program, if the students want to use it _ 3) Offers classes throughout the day, evening and weekends

*Cost savings to students _ *Wide range of classes and times _ *Study labs (example: Natural Science Learning Center)

FYE & Title III Grant (39 or 17.3% of respondents)

We now have a grant focused on the FYE.

We have an excellent staff that is dedicated to helping the student become successful. _ We are beginning to develop a serious plan of action to help students with their first year experience of college. _ The willingness of faculty and staff to adapt to

We have a starting point in the development of the first year experience. _ We have decent advising for those who wish to take advantage of it. _ We are developing a strong student activities department.

We are working very hard at establishing our new First Year Experience Program. _ Using teachers familiar with new students has been very beneficial. _ Advisors have done well at expressing the advantages of the First Year Experience classes to new students

the really just started to address the first year experience, so many of these questions are hard to answer. They now seem to have a good person in charge and hopefully this will start to work. We really do need to deal with first year students and retain

The new FYE course _ The e-portfolio _ Many extra-curricular opportunities

The invention of the FYE classes is an excellent addition to the institution. _

The institution would like to make the Freshman Year Experience Class mandatory. _ Advising works hard to place students as best as they can with limited time and data.

The institution provides out-of-class academic help for students; _ Instructors take time to help their students to improve; _ The FYE course has been initiated this year to help new students to adapt to college.

the grant to conduct a fye _ acknowledgement of the importance of the fye _ aggressive roll-out of fye courses

The addition of the FYE course _ Academic Services for students _ Library facilities

strong recruitment initiatives _ professional advisors in advising center _ first year experience course

Price per credit hour _ The new course for the first year experience has finally begun!!!! Thank you!!!! _

Personal attention, first year experience classes, clear academic standards

Personal advising, FYE Classes, friendly, caring faculty and staff

Orientation (although it should be mandatory) _ FYE classes to help acclimate students to college environment
_ Involving the library and the information tools used to succeed in the academic environment in orientation and
FYE and comp classes

Now offers 'first year experience' class; _ offers free tutoring at learning centers; and _ wide range of class times
to accomodate students' schedules. _

More attention is being given to retention _ SOS phone calls _ Adding the FYE sections

Institutionalizing FYE and student success courses on all college levels _ Allowing faculty to be more involved
in student success and retention _ _ _

Inclusion of First Year experience course as part of the core requirements of students in programs. _ The
inclusion of a broad spectrum of faculty teaching FYE _

Implementation of FYE course _

I give credit for giving the program a try - but the people in charge are holding it back

FYE, Core Values, Extracurricular Activities

FYE course; existence of and information about support services; placement testing

FYE Course _ ePortfolio _ Student Services

FYE classes: introduction to college departments/personnel/methods to give students common knowledge base
to build upon _ _ Successfully building a buzz among faculty/staff about the FYE program

Departmentally, we have implemented the college mission and vision statement into all syllabi. _ I am
encouraged about the development of the FYE program _ We have a good support (counseling) system for help
with students struggling academically , which o

Beginning FYE courses. _

AQIP- new _ FYE class - new _ Internal communications of the above

Advising strong in some cases _ Accomodations appropriate _ New FYE courses

academic advising, help labs, college success type classes

1. special class for new student. _ 2. full time faculty that really care. _ 3. Faculty are open to help the new student in the beginning.

1.) Interaction with the community _ 2.) That there is a new FYE program _ 3.) Resources for help if students seek it out.. Math Lab, writing lab, science learning center, tutors etc...

1. They are developing a first year program _

1. knowing that a need exists _ 2. starting to address the problem by offering classes to help students understand what it takes to succeed in college _

1. first day experience _ 2. first semester orientation _ 3. registraion

1. Small classes; friendly atmosphere _ 2. Availability of one-on-one help in labs and centers _ 3. Introduction of First Year Experience Program

1. FYE classes are a good step.

1) Offering FYE courses _ 2) Availability of labs (Math Lab, Writing Center, etc.)

Advising (27 or 12.0% of respondents)

We have a starting point in the development of the first year experience. _ We have decent advising for those who wish to take advantage of it. _ We are developing a strong student activities department.

We are working very hard at establishing our new First Year Experience Program. _ Using teachers familiar with new students has been very beneficial. _ Advisors have done well at expressing the advantages of the First Year Experience classes to new studen

The institution would like to make the Freshman Year Experience Class mandatory. _ Advising works hard to place students as best as they can with limited time and data.

Testing to make certain students begin at appropriate levels. _ Provide counseling services _ Encourage student success and instill the value of education.

Student Success courses, strong academic advising for those who seek it, affordable

strong recruitment initiatives _ professional advisors in advising center _ first year experience course

Recruitment, financial aid, and sdvising.

Personal advising, FYE Classes, friendly, caring faculty and staff

Orientation and advising _ Caring faculty _ Academic support labs _

My perception is that advising and financial aid is accurate, enthusiastic and welcoming _ Classes are small so faculty availability is present _ More attention is being paid to new students coming to campus to assist them in their success _ _

More attention is being given to retention _ SOS phone calls _ Adding the FYE sections

I would say that our developmental courses are very effective for many of our first year students. Also, our counselors are very helpful in identifying things to help our student. Finally, I believe that the flexibility and one on one help the students

Good focus on regional employment, excellent guidance toward choosing a career path, plenty of resources available to help students outside of class

Good advising _ well trained staff _ This is a well-oiled machine, once a student can get in to the proper beaurocratic loop.

Focus on student success by linking students with academic advisors _ Appropriate placement in classes based on scores on standardized assessments _ Providing support and mentoring for students who are struggling _

Disability Resources, Student Activities, some advisors

Departmentally, we have implemented the college mission and vision statement into all syllabi. _ I am encouraged about the development of the FYE program _ We have a good support (counseling) system for help with students struggling academically , which o

Course policies are spelled out for students _ Learning outcomes are provided in the syllabus. _ Academic advisors are helpful to students.

Classes are available for all schedules, nights, days, and weekends. _ Financial Aid is available to most. _ Counseling for schedules is readily available.

Caring persons; walking students through the first year with counseling, etc.; Follow up for academic issues

Assistance with Financial Aid _ Assistance with Academic Entrance Testing _ Assistance with Academic Advising

Advising, assessments, flexibility

Advising strong in some cases _ Accommodations appropriate _ New FYE courses

advising for lower level courses

academic advising, help labs, college success type classes

Academic advising _ Technical training at various academic levels _ Individual attention with small classes

1. Any faculty F/T or P/T member who can advise them on future classes _ 2. Free Tutoring _ 3. That we recognize the need for assistance to our clients, lest we forget it...

Communication of Information & Expectations (26 or 11.5% of respondents)

The only strength I am familiar with is introducing the students to the library through Composition classes (Eng. 110 or 111). This I think provides them with information that will allow them to be successful in obtaining information for all of their cla

student focused _ good communication between faculty, staff _ accessibility

Pre-testing _ Faculty positive interaction with students _ Communication of admin regulations _

Personal attention, first year experience classes, clear academic standards
orientation _ communication _ availability of professionals for consultation

Offers remedial work as part of admission plan; many labs, etc. where students can go for help; clear objectives for instructors and use of CAPP to measure how well they are met.

Information, testing, registration.
honest with students

FYE course; existence of and information about support services; placement testing

Findlay campus maintains communication among faculty, staff, and administration.

Faculty meeting, workshops, and information bring up to date.

encourages teachers to identify students with academic difficulties _ is beginning to address the need for students to set realistic expectations of college _

Course policies are spelled out for students _ Learning outcomes are provided in the syllabus. _ Academic advisors are helpful to students.

Computer use and assistance _ Prompt communication _ Professional resources

Communication with students _ Academic excellence _ Caring for student as an individual

Communication of Goals

Com/Hum holds regular sessions for adjuncts explaining practices related to first year students.

clearly laid out rules for conduct in the classroom _ quality of textbooks and number of available teaching resources _ quality of classroom and equipment provided

Availability of developmental education courses, low student/teacher ratios, dissemination of information related to the institution through various forms (school newspaper, bulletin boards, E-mail, etc.)

AQIP- new _ FYE class - new _ Internal communications of the above

Academic expectations are clearly defined. _ Extra help opportunities such as Math Lab, Natural Science Learning Center, and Writing Lab _

Ability to inform students of the course of direction needed to obtain their academic goals. _ Open door policy for any student _ Ability for plenty of hands on training and materials to provide high educational possibilities and to prepare everyone for the

1. philosophy communicated well _ 2. assessments done consistently _ 3. assessment information communicated to faculty/staff

1. Good information regarding the institution's expectations _ 2. Excellent course offerings _ 3. Convenient course times

1. Giving instructors resources _ 2. Informing students of expectations _ 3. Communicating financial aid

1. Communication _ 2. Various programs and classes _ 3. Outside classroom activities

Variety of Programs, Courses, and Class Times (25 or 11.1% of respondents)

wide variety of course schedule times

Variety of course offerings _ Focus on student success. _ Low cost of tuition

Tutoring programs _ Diverse academic programs _ Class schedule options

The knowledge of the full-time faculty. _ Availability of courses. _ Support for students.

Providing an abundant choices of various classes/days and times offered _ Advertising/publishing of above mentioned classes _ Willingness to include the entire OCC community of both campuses in developing stages

placement testing _ recruiting efforts _ flexible scheduling

Offering well-developed Developmental Education courses _ Offering classes at various times and days of the week _ Providing free tutoring services at many times.

number of classes available due to high number of adjunct teachers--which is how the college keeps low tuition--by not paying well for good teaching! _

Now offers 'first year experience' class; _ offers free tutoring at learning centers; and _ wide range of class times to accommodate students' schedules. _

Is an alternative to the price to 4 year institutions. _ Has a somewhat flexible schedule. _ Allows for developmental progress.

I would say that our developmental courses are very effective for many of our first year students. Also, our counselors are very helpful in identifying things to help our student. Finally, I believe that the flexibility and one on one help the students

flexible _ helping first year students in a timely manner _ helping that total student

FLEXIBILITY OF SCHEDULING _ COST

financial assistance _ scheduling of classes to meet the needs of a variety of lifestyles _ affordability
Exposing students to many opportunities, having wide variety of scheduling times for courses, friendly faculty and staff

customer service, accessibility, and flexibility

Classes are available for all schedules, nights, days, and weekends. _ Financial Aid is available to most. _

Counseling for schedules is readily available.

affordability _ flexible course scheduling _ student support

Advising, assessments, flexibility

1. Good information regarding the institution's expectations _ 2. Excellent course offerings _ 3. Convenient course times

1. Easy access to education _ 2. Many sections to basic courses _ 3. Assessing students' ability/knowledge for developmental work

1. Diversity of available classes. _ 2. Availability of tutoring. _ 3. Retention of students for second year. _

1. Communication _ 2. Various programs and classes _ 3. Outside classroom activities

1) It tests all students coming in _ 2) Has a very active tutoring program, if the students want to use it _ 3) Offers classes throughout the day, evening and weekends

*Cost savings to students _ *Wide range of classes and times _ *Study labs (example:Natural Science Learning Center)

Low Cost (20 or 8.9% of respondents)

Variety of course offerings _ Focus on student success. _ Low cost of tuition

Student Success courses, strong academic advising for those who seek it, affordable

Recruitment _ Low Cost _ Effective management of high numbers of students

Provides state-of-the-art equipment for hands-on learning. _ Instructors take extra time for students struggling with a concept. _ Low cost. _ Administration down to part-time have no higher cause than a students' achievement.

provides cost effective way of attending college for the 1st two years _ instructors generally care about the welfare of their students _ instructors teach for the love of student's learning

price; faculty; facilities, including web

Price per credit hour _ The new course for the first year experience has finally begun!!!! Thank you!!!! _

Owens offers the following: low cost tuition, ample help for new students, and a good education. number of classes available due to high number of adjunct teachers--which is how the college keeps low tuition--by not paying well for good teaching! _

Is an alternative to the price to 4 year institutions. _ Has a somewhat flexible schedule. _ Allows for developmental progress.

Individualization _ Resources for help _ Cost

giving the student alot of bang for the buck

FLEXIBILITY OF SCHEDULING _ COST

financial assistance _ scheduling of classes to meet the needs of a variety of lifestyles _ affordability

faculty willing to work with students, cheap, accessible.

Economy,

affordability _ flexible course scheduling _ student support

1. Stresses the availability of the SHAC _ 2. Low tuition _ 3. Small classes

1. cost 2. ease of transfer credits 3. safe campus

*Cost savings to students _ *Wide range of classes and times _ *Study labs (example:Natural Science Learning Center)

Small Class / Campus Size (20 or 8.9% of respondents)

We test students. We have reduced class size in some academic fields.

VERY HIGH LEVEL OF ASSISTANCE. i.e. MATH AND TUTORING LABS FOR STUDENTS, FACULTY WHO REALLY CARE ABOUT STUDENTS. SMALL CLASS SIZES ALLOW INTERACTION WITH STUDENTS.

small classes, personal attention, good teaching staff

small classes, learning centers, access to technology

Small class sizes.

small class size, faculty that care,

small class size _ faculty experienced in dealing with first year community college students _ inside institution, outside class assistance availability

offering extra help thorough various learning centers _ keeping class sizes smaller than some 4 year schools

My perception is that advising and financial aid is accurate, enthusiastic and welcoming _ Classes are small so faculty availability is present _ More attention is being paid to new students coming to campus to assist them in their success _ _

Measurement of math, english skills upon entering _ Ease of enrollment IF the student knows what they want _ Personal attention to each student by faculty because of small class size

Developmental Education _ Reading, Writing, Math Labs _ Small class sizes for Developmental Education

Availability of developmental education courses, low student/teacher ratios, dissemination of information related to the institution through various forms (school newspaper, bulletin boards, E-mail, etc.)

Adequate brick-and-mortar facilities _ Adequate equipment _ Adequate class sizes

Academic advising _ Technical training at various academic levels _ Individual attention with small classes

1. Stresses the availability of the SHAC _ 2. Low tuition _ 3. Small classes

1. small class size allows personal attention to students _ 2. faculty committed to quality instruction _ 3. good support services like the writing center

1. Dedicated faculty 2. support systems, like the Writing Center 3. Small class sizes

1. Classes are small and faculty are usually available to students _ 2. Instructors in math lab and writing center are excellent

1. Small classes; friendly atmosphere _ 2. Availability of one-on-one help in labs and centers _ 3. Introduction of First Year Experience Program

1. Small class sizes and approachable faculty - a student should be able to get the help they need, provided the faculty member knows about it. _ 2. Enrollment and registration processes are very efficient, but I don't think the advisors know enough abo

Recruitment / Registration / Enrollment (19 or 8.4% of respondents)

We get them in the door. _

We bring the masses through the doors.

strong recruitment initiatives _ professional advisors in advising center _ first year experience course

Strong enrollment of new students. _ Using the words 'student success' in all publicity. _ Many personally committed faculty and staff who want students to succeed. _

several learning labs to assist students academically _ bend over backwards to get them enrolled _ help purchase books prior to having financial aid in place so don't get behind

Recruitment, financial aid, and advising.

Recruitment _ Low Cost _ Effective management of high numbers of students

Recruiting tools _ Offering study services _ Faculty trying to present a balance of challenge and support
placement testing _ recruiting efforts _ flexible scheduling

Measurement of math, english skills upon entering _ Ease of enrollment IF the student knows what they want _
Personal attention to each student by faculty because of small class size

Information, testing, registration.

Easy entry strengths: 1. Open door admission, 2. Available financial aid, 3. Accessible by personal auto and
public transportation

advertising, makes it easy for students to enroll

Ability to inform students of the course of direction needed to obtain their academic goals. _ Open door policy
for any student _ Ability for plenty of hands on training and materials to provide high educational possibilities
and to prepare everyone for the

1. first day experience _ 2. first semester orientation _ 3. registration

1. Willingness to accept students who express a desire re-enter the academic world in order to further their
education.

1. Small class sizes and approachable faculty - a student should be able to get the help they need, provided the
faculty member knows about it. _ 2. Enrollment and registration processes are very efficient, but I don't think
the advisors know enough about

1. Academic resources that are available to all students such as the writing lab ect..... _ 2. Extracurricular
activities such as Clubs, Organizations and Intramural team building activities. _ 3. On campus fairs (such as
the Career Fair through Enrollment)

1) Help with financial aid _ 2) Help with student disabilities _ 3) Preregistration _

Activities / Recreation (19 or 8.4% of respondents)

Working on orientation. _ Expanding student activities

We have a starting point in the development of the first year experience. _ We have decent advising for those
who wish to take advantage of it. _ We are developing a strong student activities department.

The students ease to interact with faculty and staff. The students have a close proximity of food choices, tv, and
recreation at OCC. Labs are available and online questions to the Instructors for 24/7 feedback.

The new FYE course _ The e-portfolio _ Many extra-curricular opportunities
syllabus development orientation, school activities

Student financial issues; helping students with academic difficulties; student extracurricular activities
student activity opportunities _ maintenance of grounds and facilities _ technology _ _

Student Activities _ Recognizes that this area needs attention

Provides a beautiful campus environment (inside and outside). _ Many activities for them to choose from (clubs and student government). _ Several strong winning athletic teams (girls and boys).

orientation _ student activities

Interaction with faculty _ Outstanding student services area _ Students Involved groups

Grounds _ Extracurricular activities _ Learning Centers and tutors

FYI, Core Values, Extracurricular Activities

Disability Resources, Student Activities, some advisors

collaboration within departments on campus _ Financial resources dedicated to first year _ Strong events for first year although they are not required.

1. Stresses the availability of the SHAC _ 2. Low tuition _ 3. Small classes

1. Course sequencing and insistence on prerequisites _ 2. Providing general academic support in the form of writing center, study center etc. _ 3. Diverse extra-curricular activities

1. Communication _ 2. Various programs and classes _ 3. Outside classroom activities

1. Academic resources that are available to all students such as the writing lab ect..... _ 2. Extracurricular activities such as Clubs, Organizations and Intramural team building activities. _ 3. On campus fairs (such as the Cair Fair through Enrollment)

None / NA / Don't Know (19 or 8.4% of respondents)

This is something I have not thought about until this question. So, I don't know.

The program is too new - unknown.

Since I am a part-time instructor it is very hard for me to answer this question.

None I am aware of. In fact we have withdrawn what support we had in the last 4-5 years

none as I see it

no opinion

No answer

NA

N/A

n/a

N.A.

I'm not familiar enough with first-year policies and initiatives.

I have been employed by the institution in another department as clinical faculty since 1999 but until this semester, have not been directly responsible for a class so I don't feel I have the experience to answer this question.

I do not know.

I do not have adequate knowledge of this first year program to make comments of value.

I do not believe that FYE Classes should be required of all Owens Community College students. _ Perhaps students identified as at risk (low entrance exam scores) would benefit. However not all students should be required to take the FYE Classes

I could not answer this because the institution has never provided me with any data. Frankly I do not know how it conducts the first year of college outside of my own classroom.

Do not know I work with the senior nursing students at a clinical site.

Focus on Student Success (17 or 7.6% of respondents)

Working with the students to help them reach their goals _ Just not another number(student) cares about the student success

We have an excellent staff that is dedicated to helping the student become successful. _ We are beginning to develop a serious plan of action to help students with their first year experience of college. _ The willingness of faculty and staff to adapt to

Variety of course offerings _ Focus on student success. _ Low cost of tuition

Testing to make certain students begin at appropriate levels. _ Provide counseling services _ Encourage student success and instill the value of education.

The institution works hard at meeting students needs . Freedom of instruction

student focused _ good communication between faculty, staff _ accessibility

Strong enrollment of new students. _ Using the words 'student success' in all publicity. _ Many personally committed faculty and staff who want students to succeed. _

Sincere interest in students' ability to succeed.

Provides state-of-the-art equipment for hands-on learning. _ Instructors take extra time for students struggling with a concept. _ Low cost. _ Administration down to part-time have no higher cause than a students' achievement.

My perception is that advising and financial aid is accurate, enthusiastic and welcoming _ Classes are small so faculty availability is present _ More attention is being paid to new students coming to campus to assist them in their success _ _

Integrated services of Academics and Student Services _ Support from Center for Teaching and Learning _ Faculty and Staff committment to student success

Institutionalizing FYE and student success courses on all college levels _ Allowing faculty to be more involved in student success and retention _ _ _

In Dev. Ed. we all take an interest in the success of every student even though some should not even be there. New student includes those non-traditional students who sometime need extra help to get started.

Focus on student success by linking students with academic advisors _ Appropriate placement in classes based on scores on standardized assessments _ Providing support and mentoring for students who are struggling _

flexible _ helping first year students in a timely manner _ helping that total student

Caring for the students. _ Teachers are very available _ Have good vision and mission in educating students. Really believe that all can make it.

1. Individual attention to the student and the student's needs. _ 2. A positive attitude by all Owens parties who come into contact with the student. _ 3. An evident belief by all Owens personnel that the student can and will learn.

Remedial Courses (13 or 5.8% of respondents)

Student Success courses, strong academic advising for those who seek it, affordable

Offers remedial work as part of admission plan; many labs, etc. where students can go for help; clear objectives for instructors and use of CAPP to measure how well they are met.

Offers classes to bring students up to speed on math and writing. _ Offers additional lab time to tutor students. _ Improving the way it looks at retention.

Offering well-developed Developmental Education courses _ Offering classes at various times and days of the week _ Providing free tutoring services at many times.

Is an alternative to the price to 4 year institutions. _ Has a somewhat flexible schedule. _ Allows for developmental progress.

In Dev. Ed. we all take an interest in the success of every student even though some should not even be there. New student includes those non-traditional students who sometime need extra help to get started.

I would say that our developmental courses are very effective for many of our first year students. Also, our counselors are very helpful in identifying things to help our student. Fianlly, I believe that the flexibility and one on one help the students

Developmental Education _ Reading, Writing, Math Labs _ Small class sizes for Developmental Education

developmental courses, financial aid, faculty

classroom instruction _ instructor availability _ developmental education opportunities

Availability of developmental education courses, low student/teacher ratios, dissemination of information related to the institution through various forms (school newspaper, bulletin boards, E-mail, etc.)

1.Provides good access to academic coursework designed to remediate academic deficiencies or bridge courses. _ 2.Strong committment to professional development of those involved with the first year initiative. _ 3.Good effort being directed towards establ

1. Easy access to education _ 2. Many sections to basic courses _ 3. Assessing students' ability/knowledge for developmental work

Financial Aid (13 or 5.7% of respondents)

Student financial issues; helping students with academic difficulties; student extracurricular activities

several learning labs to assist students academically _ bend over backwards to get them enrolled _ help purchase books prior to having financial aid in place so don't get behind

Recruitment, financial aid, and sdvising.

My perception is that advising and financial aid is accurate, enthusiastic and welcoming _ Classes are small so faculty availability is present _ More attention is being paid to new students coming to campus to assist them in their success _ _

financial assistance _ scheduling of classes to meet the needs of a variety of lifestyles _ affordability
Easy entry strengths: 1. Open door admission, 2. Available financial aid, 3. Accessible by personal auto and public transportation

developmental courses, financial aid, faculty

Classes are available for all schedules, nights, days, and weekends. _ Financial Aid is available to most. _
Counciling for schedules is readily available.

Assistance with Financial Aid _ Assistance with Academic Entrance Testing _ Assisntance with Academic Advising

A good Disabilities Servcies Department _ A good Fin. Aid office with sufficent staffing _ A friendly Bursars Office _

1. Financial help _ 2. Teachers mentoring student _ 3. Can't think of anything else

1. Giving instructors resources _ 2. Informing students of expectations _ 3. Communicating financial aid

1) Help with financial aid _ 2) Help with student disabilities _ 3) Preregistration _

Individual Attention (12 or 5.3% of respondents)

small classes, personal attention, good teaching staff

Sensitivity to out-of-class difficulties students are experiencing _ Understanding that many students have been out of the classroom for years _ Personal attention by faculty and one-on-one teaching experiences

Personal attention, first year experience classes, clear academic standards

Personal advising, FYE Classes, friendly, caring faculty and staff

Measurement of math, english skills upon entering _ Ease of enrollment IF the student knows what they want _ Personal attention to each student by faculty because of small class size

Individualization _ Resources for help _ Cost

I would say that our developmental courses are very effective for many of our first year students. Also, our counselors are very helpful in identifying things to help our student. Finally, I believe that the flexibility and one on one help the students

Academic advising _ Technical training at various academic levels _ Individual attention with small classes

1. Student Athletes seem to be monitored more. _ 2. International students also, are set up with a contact person. _ 3. ???

1. small class size allows personal attention to students _ 2. faculty committed to quality instruction _ 3. good support services like the writing center

1. Individual attention to the student and the student's needs. _ 2. A positive attitude by all Owens parties who come into contact with the student. _ 3. An evident belief by all Owens personnel that the student can and will learn.

1. Small classes; friendly atmosphere _ 2. Availability of one-on-one help in labs and centers _ 3. Introduction of First Year Experience Program

Orientation (10 or 4.4% of respondents)

Writing Center/Math Lab help _ Dedicated instructors _ Orientation?

Working on orientation. _ Expanding student activities

syllabus development orientation, school activities

practices in student services (general) _ exposure to full-time faculty up front _ orientation to SHAC

Orientation and advising _ Caring faculty _ Academic support labs _

orientation _ student activities

orientation _ communication _ availability of professionals for consultation

Orientation (although it should be mandatory) _ FYE classes to help acclimate students to college environment
_ Involving the library and the information tools used to succeed in the academic environment in orientation and
FYE and comp classes

Freshman orientation _ Math / Writing labs _ Honors program

1. first day experience _ 2. first semester orientation _ 3. registraion

Academic Excellence (10 or 4.4% of respondents)

Service, Academic Learning and Excellence

Owens offers the following: low cost tuition, ample help for new students, and a good education.

Mission and vision statement _ Opportunities for help in the educational process _ Quality of instructors and
their occupational experiences they bring to the classroom

focuses on the accepted Core values of Service-learning'innovation,collaboration,and excellence-----Serves
our student population fully in all aspects of their abilities/needs _ provides the necessary General Education
competencies for all degree gr

Core course requirements ensure an interdisciplinary emphasis. _ _ Department organization _ _ Quality
curriculum

Communication with students _ Academic excellence _ Caring for student as an individual

classroom instruction _ instructor availability _ developmental education opportunities

academic excellence, vision, opportunity

Ability to inform students of the couese of direction needed to obtain there acedemic goals. _ Open door policy
for any student _ Ability for plenty of hands on training and materials to provide high educational possilbities
and to prepare everyone for the

1. small class size allows personal attention to students _ 2. faculty committed to quality instruction _ 3. good
support services like the writing center

Course Placement & Testing (10 or 4.4% of respondents)

Testing to make certain students begin at appropriate levels. _ Provide counseling services _ Encourage student
success and instill the value of education.

Pre-testing _ Faculty positive interaction with students _ Communication of admin regulations _

placement testing _ recruiting efforts _ flexible scheduling

Measurement of math, english skills upon entering _ Ease of enrollment IF the student knows what they want _
 Personal attention to each student by faculty because of small class size

Information, testing, registration.

FYE course; existence of and information about support services; placement testing

Focus on student success by linking students with academic advisors _ Appropriate placement in classes based on scores on standardized assessments _ Providing support and mentoring for students who are struggling _

Assistance with Financial Aid _ Assistance with Academic Entrance Testing _ Assisntance with Academic Advising

1. Easy access to education _ 2. Many sections to basic courses _ 3. Assessing students' ability/knowledge for developmental work

1) It tests all students coming in _ 2) Has a very active tutoring program, if the students want to use it _ 3) Offers classes throughout the day, evening and weekends

Owens is Just Now Initiating a First Year Initiative (9 or 4.0% of respondents)

the really just started to address the first year experience, so many of these questions are hard to answer. They now seem to have a good person in charge and hopefully this will start to work. We really do need to deal with first year students and retain

The program is too new - unknown.

Price per credit hour _ The new course for the first year experience has finally begun!!!! Thank you!!!! _

much room for improvement _ current effort towards improvement

Just beging to address this issue

It has just started to do something

1. knowing that a need exists _ 2. starting to address the problem by offering classes to help students understand what it takes to succeed in college _

1. FInally has a program in place _ 2. Committed person in charge of program _ 3. Finances committed to training interested people

1. They are working very hard on trying to correct 38 years of no effort in this area. _ 2. They are beginning to realize that an Owens Student is an assets to future of this community instead of increased enrollment. _ 3.

Professional Development Resources & Activities (9 or 4.0% of respondents)

orientation _ communication _ availability of professionals for consultation

Mission and vision statement _ Opportunities for help in the educational process _ Quality of instructors and their occupational experiences they bring to the classroom

Integrated services of Academics and Student Services _ Support from Center for Teaching and Learning _ Faculty and Staff committment to student success

Faculty meting, workshops, and information bring up to date.

Computer use and assistance _ Prompt communication _ Professional resources

Com/Hum holds regular sessions for adjuncts explaining practices related to first year students.

clearly laid out rules for conduct in the classroom _ qualtiy of textbooks and number of available teaching resources _ qualtiy of classroom and equipment provided

1.Provides good access to academic coursework designed to remediate academic deficiencies or bridge courses. _ 2.Strong committment to professional development of those involved with the first year initiative. _ 3.Good effort being directed towards establ

1. Giving instructors resources _ 2. Informing students of expectations _ 3. Communicating financial aid

Assessment (9 or 4.0% of respondents)

We test students. We have reduced class size in some academic fields.

student learning assessments and classroom evaluation tools

It has started compiling data _ It is virtually comprehensive _ Student Services and Academic Services are both involved

Focus on student success by linking students with academic advisors _ Appropriate placement in classes based on scores on standardized assessments _ Providing support and mentoring for students who are struggling _ assessment _

Advising, assessments, flexibility

1. philosophy communicated well _ 2. assessments done consistently _ 3. assessment information communicated to faculty/staff

1. Easy access to education _ 2. Many sections to basic courses _ 3. Assessing students' ability/knowledge for developmental work

1. Assessment tests _ 2. Appropriate prerequisites _ 3. Availability of faculty

Nice Facilities & Campus (8 or 3.6% of respondents)

student activity opportunities _ maintenance of grounds and facilities _ technology _ _

Provides a beautiful campus environment (inside and outside). _ Many activities for them to choose from (clubs and student government). _ Several strong winning athletic teams (girls and boys).

price; faculty; facilities, including web

Grounds _ Extracurricular activities _ Learning Centers and tutors
clearly laid out rules for conduct in the classroom _ quality of textbooks and number of available teaching resources _ quality of classroom and equipment provided

Advising strong in some cases _ Accommodations appropriate _ New FYE courses

Adequate brick-and-mortar facilities _ Adequate equipment _ Adequate class sizes

1. cost 2. ease of transfer credits 3. safe campus

Technology / Equipment (7 or 3.1% of respondents)

student activity opportunities _ maintenance of grounds and facilities _ technology _ _

small classes, learning centers, access to technology

Provides state-of-the-art equipment for hands-on learning. _ Instructors take extra time for students struggling with a concept. _ Low cost. _ Administration down to part-time have no higher cause than a students' achievement.

price; faculty; facilities, including web

Computer use and assistance _ Prompt communication _ Professional resources

clearly laid out rules for conduct in the classroom _ quality of textbooks and number of available teaching resources _ quality of classroom and equipment provided

Adequate brick-and-mortar facilities _ Adequate equipment _ Adequate class sizes

Mission / Vision / Values (6 or 2.7% of respondents)

Mission and vision statement _ Opportunities for help in the educational process _ Quality of instructors and their occupational experiences they bring to the classroom

FYI, Core Values, Extracurricular Activities

focuses on the accepted Core values of Service-learning, innovation, collaboration, and excellence-----Serves our student population fully in all aspects of their abilities/needs _ provides the necessary General Education competencies for all degree gr

Departmentally, we have implemented the college mission and vision statement into all syllabi. _ I am encouraged about the development of the FYE program _ We have a good support (counseling) system for help with students struggling academically, which o

Caring for the students. _ Teachers are very available _ Have good vision and mission in educating students. Really believe that all can make it.

academic excellence, vision, opportunity

Dedicated Financial Resources (6 or 2.7% of respondents)

time, money, staff

focusing money and energy into the effort

collaboration within departments on campus _ Financial resources dedicated to first year _ Strong events for first year although they are not required.

Awareness _ Effort to secure aid to help develop a program _ Focused effort to hire staff to implement

ability to change quickly if needed or wanted, a few key leaders, a solid financial base

1. Finally has a program in place _ 2. Committed person in charge of program _ 3. Finances committed to training interested people

Accessibility (6 or 2.7% of respondents)

student focused _ good communication between faculty, staff _ accessibility

faculty willing to work with students, cheap, accessible.

Easy entry strengths: 1. Open door admission, 2. Available financial aid, 3. Accessible by personal auto and public transportation

customer service, accessibility, and flexibility

1. Academic Learning Centers are excellent student resources; notably the Natural Science Learning Center (though math should be offered there once again because physics and chemistry are very math intensive!) _ _ 2. Accessibility. We are very accessible

1. Easy access to education _ 2. Many sections to basic courses _ 3. Assessing students' ability/knowledge for developmental work

Course Requirements / Prerequisites / Standards (5 or 2.2% of respondents)

Personal attention, first year experience classes, clear academic standards

Inclusion of First Year experience course as part of the core requirements of students in programs. _ The

inclusion of a broad spectrum of faculty teaching FYE _

Core course requirements ensure an interdisciplinary emphasis. _ _ Department organization _ _ Quality curriculum

1. Course sequencing and insistence on prerequisites _ 2. Providing general academic support in the form of writing center, study center etc. _ 3. Diverse extra-curricular activities

1. Assessment tests _ 2. Appropriate prerequisites _ 3. Availability of faculty

Student Services (5 or 2.2% of respondents)

Personal attention, first year experience classes, clear academic standards

Inclusion of First Year experience course as part of the core requirements of students in programs. _ The inclusion of a broad spectrum of faculty teaching FYE _

Core course requirements ensure an interdisciplinary emphasis. _ _ Department organization _ _ Quality curriculum

1. Course sequencing and insistence on prerequisites _ 2. Providing general academic support in the form of writing center, study center etc. _ 3. Diverse extra-curricular activities

1. Assessment tests _ 2. Appropriate prerequisites _ 3. Availability of faculty

Administration / Management / Organizational Structure (4 or 1.8% of respondents)

Recruitment _ Low Cost _ Effective management of high numbers of students

Good advising _ well trained staff _ This is a well-oiled machine, once a student can get in to the proper beaurocratic loop.

Core course requirements ensure an interdisciplinary emphasis. _ _ Department organization _ _ Quality curriculum

ability to change quickley if needed or wanted, a few key leaders, a solid financial base

Focus on Retention (4 or 1.8% of respondents)

Offers classes to bring students up to speed on math and writing. _ Offers additional lab time to tutor students. _ Improving the way it looks at retention.

More attention is being given to retention _ SOS phone calls _ Adding the FYE sections

Institutionalizing FYE and student success courses on all college levels _ Allowing faculty to be more involved in student success and retention _ _ _

1. Diversity of available classes. _ 2. Availability of tutoring. _ 3. Retension of students for second year. _

Advertising (4 or 1.8% of respondents)

Providing an abundant choices of various classes/days and times offered _ Advertising/publishing of above mentioned classes _ Willingness to include the entire OCC community of both campuses in developing stages

Owens is very good at advertising itself in the community. _ It also advertises what services are available to those students who are willing to partake of them. _ I am very pleased that they added the student health clinic.

advertising, makes it easy for students to enroll

Advertising the college, publications, positive image in community

Collaboration On and Off Campus (4 or 1.8% of respondents)

Providing an abundant choices of various classes/days and times offered _ Advertising/publishing of above mentioned classes _ Willingness to include the entire OCC community of both campuses in developing stages

focuses on the accepted Core values of Service-learning'innovation,collaboration,and excellence-----Serves our student population fully in all aspects of their abilities/needs _ provides the necessary General Education competencies for all degree gr

collaboration within departments on campus _ Financial resources dedicated to first year _ Strong events for first year although they are not required.

1.) Interaction with the community _ 2.) That there is a new FYE program _ 3.) Resources for help if students seek it out.. Math Lab, writing lab, science learning center, tutors etc...

Disability Services (3 or 1.3% of respondents)

Disability Resources, Student Activities, some advisors

A good Disabilities Servcies Department _ A good Fin. Aid office with sufficent staffing _ A friendly Bursars Office _

1) Help with financial aid _ 2) Help with student disabilities _ 3) Preregistration _

Library (3 or 1.3% of respondents)

The only strength I am familiar with is introducing the students to the library through Composition classes (Eng. 110 or 111). This I think provides them with information that will allow them to be successful in obtaining information for all of their cla

The addition of the FYE course _ Academic Services for students _ Library facilities

Orientation (although it should be mandatory) _ FYE classes to help acclimate students to college environment _ Involving the library and the information tools used to succeed in the academic environment in orientation and FYE and comp classes

E-Portfolio (3 or 1.3% of respondents)

Tutoring available _ Student Resources/Learning Center availability _ Creating ePortfolio

The new FYE course _ The e-portfolio _ Many extra-curricular opportunities

FYE Course _ ePortfolio _ Student Services

Syllabi (3 or 1.3% of respondents)

syllabus development orientation, school activities

Departmentally, we have implemented the college mission and vision statement into all syllabi. _ I am encouraged about the development of the FYE program _ We have a good support (counseling) system for help with students struggling academically , which o

Course policies are spelled out for students _ Learning outcomes are provided in the syllabus. _ Academic advisors are helpful to students.

Diversity (2 or 0.9% of respondents)

trying to get a diverse faculty to teach the classes across the college _

diversity

Uncategorized Responses (3 or 1.3% of respondents)

Very poor communication

Traditional students _ Meeting the needs of all students with courses

1. Recognized the need _ 2. Developed courses

Please list this institution's top three weaknesses regarding the way it conducts the first year of college

Inadequate Advising & Counseling Services (75 or 33.2% of respondents)

Whether it is the first year or the second year at the college, we don't have a psychological support system for the students. Every semester, as a faculty member, I have a student who needs emotional support, and I have no one to help me with a situatio

We do not have a comprehensive plan with all areas involved. It is currently only one program involved. _ Our advisors are overloaded and insufficiently prepared to deal with all students. _ Online registration is problematic for new students and too many

unclear expectations for staff and students; limited counseling; no overall educational objectives

Tutoring - changing in a REALLY BAD way. _ No Counselors at Owens!!!!!! _ Procedures not clear - giving students the run-around.

The College has no counselors for first year (or any other year) students.

Proper academic advising (assigning students into classes that they are ready to take); hard data on student retention issues; better orientation programs for new students

poor advising, especially in specific programs _ no follow up of student success after first semester/year _ no incentives for best teachers in college to teach these students

Poor academic advising places students in classes where they are either over or under qualified for. Pre-requisites are either not correct in the computer or academic advisors randomly waive the requirements, creating the previously mentioned problem.

No required FYE or orientation program for students _ Lack of resources for advising _ Lack of committment to student services

No real requirements that new students must see an academic advisor to receive advice on registering. _ Increasing trend towards lower level courses being web based (or in reality self taught) courses where students have limited interaction with the instr

No consistent academic advising throughout the first year _ Insufficient number of full-time faculty for entry-level courses _ Lack of structure for first-year students _ _

No advisors _ No orientation for establishing and augmenting students purposes. _ No coordination of content _ needs to advise new students better in ways of classes they should take _ not be so old fashion in new classes - ex; beginning classes of math should allow a student to use a calculator, what job does not?? _ listen to new students complaints and take the

Need student orientation, faculty advising provided often, faculty required orientation need more faculty that have advising experiences or the knowledge to assist the students _ need career classes for undecided students _ Communication and collaboration with all the offices on campus that can and do assist students on a daily basis. The i

limited full time faculty positions _ limitations of part time faculty to meet with students _ knowlege of advisors to what classes best meet the goals of the student _

Lack of training on Ozone. _ Lack of information center. _ Advisors need to stay current with their information.

lack of trained counselor's _ students need required training in study skills, Blackboard, etc.

Lack of support from student services _ Lack of support from high level administration across the college _
Lack of faculty advising _

lack of orientation _ lack of strong academic advising _ encouragement of late enrollment prevents ability of making sure students are prepared

Lack of office space with computer capability for part-time faculty. _ Office hours for planning and advising limited for part-time faculty.

Lack of consistency in advising

Lack of an advising/counseling services is deplorable. _

I worked during the day and attended night school; consequently, I did not sit down with an advisor and speak one-on-one about how to attain goals. This might be considered my fault and/or it might be considered an advisor's fault. I went to school for

I was very concerned when the counseling dept. was unravelled but each time one of our student's sought or was referred for counseling, it was available to them. It was always a very positive experience.

I am not familiar with the way first year experience classes are conducted, but it does seem to lack some planning/consistency and quality faculty. My students report bad experiences with advisors; Seems to be a wide spectrum of standards among faculty

Horrible academic advising. Need full time advisors who are trained and know the academic program requirements. Too many students are told incorrect information, too much turn over of part time advisors.

Faculty not involved in advising;lack of traing for all faculty about engaging first year students; no formal required orientation

faculty involvement in academic advising is neither organized nor standard _ orientation is not required _ many deadlines and expectations for students are too flexible

don't follow assessment scores for placement _ don't provide counseling services _ don't provide appropriate learning assistance for weaker students

Disparate facilities (some classes in modern state of the art classrooms, some in trailers with little or no technology) _ _ Parking _ _ Many of my students have expressed concerns that classes they were told to take turned out to be unnecessary to thei

counseling

Could maybe offer more extensive career counselling to create better matches of a student and their capabilities.
 _ Also, more counselling opportunities for when the 'expectation frustration' hits. - Program was more involved than was expected.

confusion about policy and procedure, changing policy and procedure almost every semester, competent advising

Computer skills assessment and training needed as a developmental step. _ Special advising for students. _ communicating requirements / campus 'culture' to new adjunct faculty & staff - very little mentoring, counselors telling students some classes will be very easy when really they aren't & having them take extra courses

college-wide communication, allowing first-year students to take many online courses, counseling for personal problems - there should be counselors

Assistance with Personal Problems _ Assistance with Study Skills (currently under development) _ Assistance with Employment Placement

Articulating information regarding a student that might be helpful to the instructor for learning purposes. _ Communication with counseling services. _ Inaccurate information articulated to students by varying departments upon entry and registration.

Advisors do not know how to appropriately direct students. _ Student Services' denial of their poor service to students. _ Preconceived notion that students are being appropriately advised already, so no need to change anything.

Advising. _ Advising. _ Advising.

advising.

Advising sends students to the wrong class or directs them to Business if they don't know what to do. It then is up to us to correct the error and the students get upset when the class they were told to take does not count for graduation! _ _ _ Some fac

Advising is horrible. Way too many mistakes in registering students for wrong courses. _ Unwilling to try new advising ideas. (ie: resident FT advisors in each school) _ Too much help and attention to student athletes to the point of ignoring the 'normal

Advising and support services for students taking multiple Dev Ed courses. _ Student to advisor ratio. _ Overly focused on new enrollment compared to retaining current students.

Advising _ Follow up with students that drop out

Advising _ Connecting student service offices to FYE _

advising, uni-cultural,

academic advising _ only worried about enrollment, not if student will be successful in chosen program

Academic Advising _ Career Counseling _ Retention

Academic Advising _ Career Advising _ Retention

a minimal orientation that is not required for the student to be involved. _ an inadequately staffed advising department to handle the massive student load. 8 fulltime advisors for 20000+ students and very little counseling available for students with need

1.) In the case of programs such as nursing, I don't think students realize how much work they need to put in to it. I don't think advisors realize what it takes to complete certain programs and aren't realistic to new students about what they need to do

1. tutorial services _ 2. advising _ 3. communicating academic expectations

1. Students do not have an assigned advisor _ 2. There are no counseling services available _ 3. Information is not effectively communicated between departments and units _ 4. Disproportionate number of part time/adjunct faculty

1. Not teaching the students the proper steps for Ozone (logging in / registration and other uses). Needs to have a 'start up' class to help out the students. _ 2. Advisors not having the knowledge of the proper Ozone steps to inform the students exactly

1. no academic counseling 2. no personal counseling 3. no real career counseling

1. Lack of academic faculty advising for program specific information _ 2. Students not adequately advised of what it takes to be a successful college student. _ 3. Nothing is ever mandatory for students so they only participate if they want to.

1. inadequate advising and placement procedures _ 2. conflicting messages about the importance of attendance and the disbursement of financial aid dollars. For a student to get \$, all he needs is to attend one session of class and then disappears.

1. counseling services very weak _ 2. financial aid abused _ 3. students who perform poorly not made accountable

1. Advising students on the correct order to take classes. _ 2. Advising students on how to handle teachers they do not believe are interested in their success after graduating by not teaching them properly in the classroom. _ 3. Explaining to students that

1. Advising should be done at the department level by faculty. Students are often given bad advice in the sciences, by non-science advisors. This is directly related to poor customer service experience. How can advisors be giving advice on taking Organic

1. Advising can be inconsistent, several students have complained and lost time because of not getting the needed information from advisors or the wrong info _ 2. Communication between leaders and adjunct faculty is sketchy, not all communications trickle

1. Students are advised to take advanced courses for which they have little or no background.

1. Students 'uninformed', because they not hear what they need to know _ 2. They aren't able to carry knowledge base from one course to another _ 3. They don't receive good academic advising and enroll in inappropriate courses

1. No mandatory student orientations, 2. Limited course prerequisites, with those in place not enforced, 3. No professional counselors provided for students

1. No counseling department-this was a vital area when I was a student here. _ 2. My daughter is in her first year and she has not been contacted by anyone. She is not an athlete, minority, or in a special category so I guess she could fall through the

1. First year students sign up for classes on-line without the help of an advisor and end up taking unwise combinations of classes _ 2. Use of an objective computerized test for placement in writing classes; no written diagnostic is required. Therefore

1. Advising office personnel have poor knowledge of course content/program content _ 2. Too many course sections offered = too many course cancellations & resultant lost students _ 3. Security is mediocre at best.

1. Advising for technical majors is sometimes downright wrong. Really need specialized advisors or better training / info materials for advisors. _ 2. I think we allow expectations to be set too low, especially by some part-time faculty. At the same t

1. First year students; getting poorly advised. _ 2. Web courses available to first year students from non-understanding F/T faculty; about _ student demographics, socio-economics and single parents. _ 3. Lack of support for these

1,2,3 WE NEED THE COUNCLORS AGAIN! We did great work with that staff and new that step is missing.

1, Poor advising _ 2. Little faculty involvment _ 3. Focus on the number of students not the quality _ 4. Little attention to retention

1) No counseling center on campus _ 2) Inadequate advising _ 3) We have students here who are not well-equipped to be in college. In many cases, those students do not have realistic expectations regarding what it takes to be successful at the college l

*Would recommend a freshman orientation class _ *More specialized advisors _

Poor Communication (53 or 23.5% of respondents)

Very poor communication

unclear expectations for staff and students; limited counseling; no overall educational objectives

Tutoring - changing in a REALLY BAD way. _ No Counselors at Owens!!!!!! _ Procedures not clear - giving students the run-around.

The students need a simply list of methods to solve issues in order of start to finish: registering/finances, parking, book alternatives, how to verify course transfer, how to get help with school work-- online, labs, etc. Effectively -let me walk you thr

The FYE course is not required; _ Students don't get the full picture of their expected workload at college; _ Student orientation for web courses is optional.

students are not really aware of the services that disability services can offer.

Stressing the importance of communicating with their instructor and placing students in classes that they clearly are not equiped for. _ _ Not having aptitude evaluation (some people are 'mechanical', others better served in non-mechanical fields) _ _

Poor use of resources, poor direction for faculty in the program, poor communication

Outdated course material especially in psychology. _ Code of Conduct is not expressed enough to New Students _ Sudents are not always put in course that best fit his or her fund on knowledge at the point of entering college.

orientation _ communication _ the expectation that a new student will read the fine print before they start: catalogs, policies, syllabus..'it's in writing somewhere, you should know it'

Not providing, advertising/publishing choices of classes/days and times offered in a timely manner _ Not providing adequate information and/or training in a timely manner

nontraditional students get lost in the expectations of instructors _

No required FYE or orientation program for students _ Lack of resources for advising _ Lack of committment to student services

No mandatory participation required of students _ Not enough resources (staff nor funds) available to serve the population _ Slight efforts to serve diverse populations -no substantial committment to diversity _ _ _

no formalized or required orientation for new students _ no formalized communication plan after they have received their admission welcome letter _ no noticable clubs or groups for involvement, no campaign to get students involved, you have to really dig

needs to advise new students better in ways of classes they should take _ not be so old fashion in new classes - ex; beginning classes of math should allow a student to use a calculator, what job does not?? _ listen to new students complaints and take the

need more faculty that have advising experiences or the knowledge to assist the students _ need career classes for undecided students _ Communication and collaboration with all the offices on campus that can and do assist students on a daily basis. The i

Need more communication to faculty, more yet to adjuncts _ Need a better plan for students who first step foot on campus, clear directions, etc. _ Need more info to new students about whats available besides classes.

management: communication, availability, oversight _ failure to get broader institutional buy-in for the fye project _ insistence that all students must participate when programs are not all the same and are already full to capacity with required credits

Lack of training on Ozone. _ Lack of information center. _ Advisors need to stay current with their information.

Lack of consistent information from department to department. _ Uneven implementation of college policy. _

Lack of communication from the top down in regard to what is taking place regarding the first year experience. _ Lack of decision making and staying with a plan (changing courses of study more than once). _ Lack of planning ahead to determine staffing and

information not always provided for the clinical instructors in a timely fashion.

I'm not familiar enough with first-year policies and initiatives.

Horrible academic advising. Need full time advisors who are trained and know the academic program requirements. Too many students are told incorrect information, too much turn over of part time advisors.

having enough faculty who are invested in this initiative and willing to teach the FYE classes _ communication about this initiative and what it will mean for the students _ feels like the plane is being built while it is flying

Hardly any communication with adjunct faculty about college-wide goals, not as much guidance for college intranet site (Ozone), use of online formative evaluations strongly diminishing the number of students completing them

Getting information to all faculty, adjunct or otherwise. Providing professional development opportunities for staff regarding this matter.

feedback to instructors of student evaluations,

Failure to address student's deficiencies in using computers/technology _ Failure to emphasize importance of using reliable resources in college level assignments (library tools) _ Need for Information Literacy course--identify strengths and weaknesses of s

E-portfolio information incomplete and training a one-time shot. Training for FYE teaching simply brief info to the class. No ideas regarding pedagogy or creativity.

Disjointed curricular pathways _ No distinct focused and communicated initiative focusing on first year students _ Lack of systematic assessment for improvement

Could maybe offer more extensive career counselling to create better matches of a student and their capabilities. _ Also, more counselling opportunities for when the 'expectation frustration' hits. - Program was more involved than was expected.

Communications down to the lower level of the part time instructors what is really happening on campus. Merit review or increase in paid and/or rewards to Adjunct Instructors. When was the last time adjunct has been awarded any kind of award for services

communication, co-operation, information.

communication with adjunct faculty

Communication due to large community.

communicating requirements / campus 'culture' to new adjunct faculty & staff - very little mentoring, counselors telling students some classes will be very easy when really they aren't & having them take extra courses

college-wide communication, allowing first-year students to take many online courses, counseling for personal problems - there should be counselors

Articulating information regarding a student that might be helpful to the instructor for learning purposes. _
Communication with counseling services. _ Inaccurate information articulated to students by varying departments upon entry and registration.

Additional communication on progress, whether the processes are working or not working, and share the early assessments.

1. tutorial services _ 2. advising _ 3. communicating academic expectations

1. terrible lack of communication from upper administrators, support organizations, etc. _ 2. not enough support staff: no books in bookstore till week 3; no audio visual workers, etc. _ 3. lack of academic freedom/ no respect for faculty's skills and know

1. Students do not have an assigned advisor _ 2. There are no counseling services available _ 3. Information is not effectively communicated between departments and units _ 4. Disproportionate number of part time/adjunct faculty

1. instilling a sense of 'class community' _ 2. clearly and fully articulating means and expectations to faculty. I see a beginning but as of now it doesn't seem to be a coherent 'program.'

1. As an adjunct, I am unaware of any accomplishments besides the classes have begun _ 2. I have been unaware of any information that could help me with understanding my beginning students _ 3. While the majority of Owens faculty is adjunct, there is no c

1. Advising can be inconsistent, several students have complained and lost time because of not getting the needed information from advisors or the wrong info _ 2. Communication between leaders and adjunct faculty is sketchy, not all communications trickle

1. Students 'uninformed', because they not hear what they need to know _ 2. They aren't able to carry knowledge base from one course to another _ 3. They don't receive good academic advising and enroll in inappropriate courses

1. Lack of communication to part-time faculty. _ 2. Lack of communication to part-time faculty. _ 3. Lack of communication to part-time faculty.

1. At enrollment, convincing all students that they will be able to achieve a college degree. That goal is beyond the potential of some students and leads to false hopes.

1. Advising for technical majors is sometimes downright wrong. Really need specialized advisors or better training / info materials for advisors. _ 2. I think we allow expectations to be set too low, especially by some part-time faculty. At the same t

1) The instructor has no information about the students when they enter his/her class _ 2) I am not sure that someone (counselor, mentor, etc) follows the students progress before it is too late _ 3) Being a campus where all students commute, certain time

1) No counseling center on campus _ 2) Inadequate advising _ 3) We have students here who are not well-equipped to be in college. In many cases, those students do not have realistic expectations regarding what it takes to be successful at the college l

Incorrect Course Placement & Un-prepared Students (41 or 18.1% of students)

We are numbers driven rather than retention driven. We'd rather allow students to register for courses in which they cannot successfully complete than require a prerequisite. _ We have no new student orientation- most four years institutions now require

Way too many part time faculty who are likely not to have the dedication to the institution and the students are teaching the classes this student population are enrolled in. _ I am not certain that the assessment techniques used to determine student ne

Too much emphasis on getting numbers in the door, not enough on retention _ _ Students beginning classes without a GED often not prepared. Should have earned GED first _ _ We do not effectivley track student academic goals- take a class, take classes to

There many not well-prepared first year students in my math class. That makes the teaching very difficult. The college needs to find a way to solve this problem.

Stressing the importance of communicating with their instructor and placing students in classes that they clearly are not equiped for. _ _ Not having aptitude evaluation (some people are 'mechanical', others better served in non-mechanical fields) _ _

Some courses should have reading and writing prerequisites. _ Some students get into higher level courses without passing lower level prereqs. _ Some students should not take a web class during their first year.

Seminars for first year students. _ Putting students in the correct academic entry level _ _

retaining marginal students, midterm grades, emphasis on basic academic skills prior to starting

putting students in appropriate classes; funding full-time faculty for first year courses; funding conference travel for FYE

Proper academic advising (assigning students into classes that they are ready to take); hard data on student retention issues; better orientation programs for new students

Poor academic advising places students in classes where they are either over or under qualified for. Pre-requisites are either not correct in the computer or academic advisors randomly waive the requirements, creating the previously mentioned problem.

Placing students in courses for which they are not prepared.

Outdated course material especially in psychology. _ Code of Conduct is not expressed enough to New Students
_ Students are not always put in course that best fit his or her fund on knowledge at the point of entering college.

Our student placement exams are poor. Our administration has chosen fast/efficient placement over quality placement. Too many students are placed in the wrong courses, so we have trouble retaining these students.

On-line testing without the opportunity to answer the easiest questions first, without the opportunity to go back and correct an incorrect answer, time limits for each question that may be too short for slower students, lack of the opportunity for face-to

Not requiring students to complete (or test out of) developmental courses prior to taking college level courses. Students enter many college level courses the first or second semester without the appropriate reading, writing, and math skills to be succes

no student orientation required, financial aid to late to allow students to buy books at beginning of semester, no requirement to obtain general academic course before major courses.

no screening for science courses

New students with weak basic skills are thrust into classes they are not prepared for.

limited full time faculty positions _ limitations of part time faculty to meet with students _ knowlege of advisors to what classes best meet the goals of the student _

Less part-time faculty (or allowing part-time faculty to work more than 12 hours a week) to ensure continuity and callibration for new students. _ New student assessment/evaluation to help determine areas of weakness and strength in core areas (math, sci

lack of orientation _ lack of strong academic advising _ encouragement of late enrollment prevents ability of making sure students are prepared

Entrance/exit assessments don't necessarily measure students' skills.

Enterence requirements are too low. In order to be successful sudents must be more qualified. More effective testing must be developed so the remedial courses can be offered allowing students a better chance to make the grade in true college level cours

don't follow assessment scores for placement _ don't provide counseling services _ don't provide appropriate learning assistance for weaker students

Computer skills assessment and training needed as a developmental step. _ Specal advising for studetns. _

communicating requirements / campus 'culture' to new adjunct faculty & staff - very little mentoring, counselors telling students some classes will be very easy when really they aren't & having them take extra courses

assessing student readiness for college, assessing students' particular incoming skills, placement in proper course level

Advising is horrible. Way too many mistakes in registering students for wrong courses. _ Unwilling to try new advising ideas. (ie: resident FT advisors in each school) _ Too much help and attention to student athletes to the point of ignoring the 'normal

1. inadequate advising and placement procedures _ 2. conflicting messages about the importance of attendance and the disbursement of financial aid dollars. For a student to get \$, all he needs is to attend one session of class and then disappears.

1. allows developmental students to enroll in courses which are far beyond their academic abilities (math, comp, sociology, psychology, etc.) 2. Is planning to revise the developmental math courses. Developmental students who are told to go to ABE will

1. Advising students on the correct order to take classes. _ 2. Advising students on how to handle teachers they do not believe are interested in their success after graduating by not teaching them properly in the classroom. _ 3. Explaining to students th

1. Students are advised to take advanced courses for which they have little or no background.

1. Students 'uninformed', because they not hear what they need to know _ 2. They aren't able to carry knowledge base from one course to another _ 3. They don't receive good academic advising and enroll in inappropriate courses

1. No mandatory student orientations, 2. Limited course prerequisites, with those in place not enforced, 3. No professional counselors provided for students

1. First year students sign up for classes on-line without the help of an advisor and end up taking unwise combinations of classes _ 2. Use of an objective computerized test for placement in writing classes; no written diagnostic is required. Therefore

1. Expensive books/change of books is a problem for many new students _ 2. Mass confusion at the beginning of semesters re: parking makes students frustrated and late for class _ 3. Allowing students to enroll in courses requiring papers when they have

1. At enrollment, convincing all students that they will be able to achieve a college degree. That goal is beyond the potential of some students and leads to false hopes.

1. First year students; getting poorly advised. _ 2. Web courses available to first year students from non-understanding F/T faculty; about _ student demographics, socio-economics and single parents. _ 3. Lack of support for these

1) No counseling center on campus _ 2) Inadequate advising _ 3) We have students here who are not well-equipped to be in college. In many cases, those students do not have realistic expectations regarding what it takes to be successful at the college

1) allows students to enroll in classes they are not prepared to take because they need developmental reading and writing classes first. 2) does not provide enough health-care/nursing classes for students to meet the demand. 3) does not encourage more lib

Nothing / NA / Don't Know (28 or 12.4% of respondents)

You should really ask this of the students, not the faculty. I do not know what the first year students would say. Many students drop out because of their intense work and family obligations -- that is the life of non-traditional students.

To be honest I do not know of any but there is always room for improvement. Example, The SHAC has made great strides in improving the colleges population needs since it first opened in Sept. of 2000.

The program is too new - unknown.

Since I am a part-time instructor it is very hard for me to answer this question.

Same answer unless my not knowing is my own fault or that of the college.

Not sure

none I can think of

no opinion

No answer

NA

NA

NA

n/a/

N/A

n/a

It has just started to do something

I'm not familiar enough with first-year policies and initiatives.

i just don't know

i don not konw of any.

I do not know.

I do not have adequate knowledge of this first year program to make comments of value.

I am not aware of any weaknesses that would warrant mentioning here.

Don't know

don't know

can't think of any

as far as I know, this institution does nothing more for the first-year student than for any other student

All new data - nothing to compare to _ Cannot be everything to everyone _ Certainty that desired goals are all really needed _

Advisors do not know how to appropriately direct students. _ Student Services' denial of their poor service to students. _ Preconceived notion that students are being appropriately advised already, so no need to change anything.

Orientation & FYE Not Fully Required (26 or 11.5% of respondents)

weak orientation process (not mandatory; student's don't understand how to do standard things like dropping a class, etc.), practices which don't encourage student responsibility (such as dropping for nonpayment several weeks after the semester has started)

We are numbers driven rather than retention driven. We'd rather allow students to register for courses in which they cannot successfully complete than require a prerequisite. _ We have no new student orientation- most four years institutions now require

The FYE course is not required; _ Students don't get the full picture of their expected workload at college; _ Student orientation for web courses is optional.

The few instructors who do not view the program as necessary _ The fact that the FYE program is optional, not mandatory

Seminars for first year students. _ Putting students in the correct academic entry level _ _

Proper academic advising (assigning students into classes that they are ready to take); hard data on student retention issues; better orientation programs for new students

orientation _ communication _ the expectation that a new student will read the fine print before they start: catalogs, policies, syllabus.. 'it's in writing somewhere, you should know it'

no student orientation required, financial aid too late to allow students to buy books at beginning of semester, no requirement to obtain general academic course before major courses.

No required FYE or orientation program for students _ Lack of resources for advising _ Lack of commitment to student services

no orientation to campus, policies, where to go for help; need a formal mandatory orientation for all students enrolling for first time

no formalized or required orientation for new students _ no formalized communication plan after they have received their admission welcome letter _ no noticeable clubs or groups for involvement, no campaign to get students involved, you have to really dig

No advisors _ No orientation for establishing and augmenting students purposes. _ No coordination of content _

New student orientation

Need student orientation, faculty advising provided often, faculty required orientation mandatory orientation for all first year students

Little or no data feedback to faculty on student retention. _ No comprehensive, mandatory orientation program is available for all incoming students. _ Administration seems more focused on public events, funding, and enrollment than academic issues.

lack of trained counselor's _ students need required training in study skills, Blackboard, etc.

lack of orientation _ lack of strong academic advising _ encouragement of late enrollment prevents ability of making sure students are prepared

fixation on enrollment goals _ inadequate orientation _ weak sense of campus community (commuter campus)

Faculty not involved in advising;lack of traing for all faculty about engaging first year students; no formal required orientation

faculty involvement in academic advising is neither organized nor standard _ orientation is not required _ many deadlines and expectations for students are too flexible

a minimal orientation that is not required for the student to be involved. _ an inaqueately staffed advising department to handle the massive student load. 8 fulltime advisors for 20000+ students and very little counseling avaiable for students with need

1. Not teaching the students the proper steps for Ozone (logging in / registration and other uses). Needs to have a 'start up' class to help out the students. _ 2. Advisors not having the knowledge of the proper Ozone steps to inform the students exactly

1. No mandatory student orientations, 2. Limited course prerequisites, with those in place not enforced, 3. No professional counselors provided for students

1) Lack of college-wide orientation for 1st year students _ 2) Classroom behavior standards could be emphasized more during the orientation _ 3) Attending only 1 class qualifies students for financial aid. It should be changed as students got the rules of

*Would recommend a freshman orientation class _ *More specialized advisors _

Too Enrollment Driven (19 or 8.4% of respondents)

We are numbers driven rather than retention driven. We'd rather allow students to register for courses in which they cannot successfully complete than require a prerequisite. _ We have no new student orientation- most four years institutions now require

unwillingness to change and in fact, solid resistance to it. Key leaders, its insane focus on head count as a measure of success

Too much emphasis on getting numbers in the door, not enough on retention _ _ Students beginning classes without a GED often not prepared. Should have earned GED first _ _ We do not effectively track student academic goals- take a class, take classes to

Retention, Financial Aid, Fostering Community on Campus

retaining marginal students, midterm grades, emphasis on basic academic skills prior to starting

Restricting when courses are offered and times when students need them to be. _ Retention _ Customer Service promises but does not really define 'success' _ seems more interested in retaining rather than helping students learn _ treats students as customers, rather than students

Owens' non-commitment to part time faculty and staff means these employees in return aren't committed to Owens, and it's the students who suffer the consequences. _ _ Owens is more committed to new facilities and getting students to come here than to car

Little or no data feedback to faculty on student retention. _ No comprehensive, mandatory orientation program is available for all incoming students. _ Administration seems more focused on public events, funding, and enrollment than academic issues.

late registration

lack of orientation _ lack of strong academic advising _ encouragement of late enrollment prevents ability of making sure students are prepared

I'm not really aware of any specifically. _ Attendance retention, perhaps

fixation on enrollment goals _ inadequate orientation _ weak sense of campus community (commuter campus)

Advising and support services for students taking multiple Dev Ed courses. _ Student to advisor ratio. _ Overly focused on new enrollment compared to retaining current students.

academic advising _ only worried about enrollment, not if student will be successful in chosen program

Academic Advising _ Career Counseling _ Retention

Academic Advising _ Career Advising _ Retention

1. The college focuses more energy on growth of student population as opposed to providing direction for new students. _ _ I spend more time on question that has nothing to do with the subject I teach. The current student ask question that are irre

1, Poor advising _ 2. Little faculty involvment _ 3. Focus on the number of students not the quality _ 4. Little attention to retention

Lack of Information & Resources for Adjuncts (17 or 7.5% of respondents)

Since I am a part-time instructor it is very hard for me to answer this question.

Owens' non-commitment to part time faculty and staff means these employees in return aren't committed to Owens, and it's the students who suffer the consequences. _ _ Owens is more committed to new facilities and getting students to come here than to car

No more automatic intervention early in the semester for students in academic trouble _ Needs more sensitivity to many students' lack of experience with or lack of access to technology _ Needs way for adjunct faculty to know how to connect students with a

Need more communication to faculty, more yet to adjuncts _ Need a better plan for students who first step foot on campus, clear directions, etc. _ Need more info to new students about whats available besides classes.

limited full time faculty positions _ limitations of part time faculty to meet with students _ knowlege of advisors to what classes best meet the goals of the student _

Lack of office space with computer capability for part-time faculty. _ Office hours for planning and advising limited for part-time faculty.

Hardly any communication with adjunct faculty about college-wide goals, not as much guidance for college intranet site (Ozone), use of online formative evaluations strongly diminishing the number of students completing them

Currently moving from a tutoring program in which I participated to a peer-based tutor/mentor program of which I have little knowledge and to which I am no unable to refer students that may need academic assistance. _ As an adjunct, I am not always sure t

Communications down to the lower level of the part time instructors what is really happening on campus. Merit review or increase in paid and/or rewards to Adjunct Instructors. When was the last time adjunct has been awarded any kind of award for services

communication with adjunct faculty

communicating requirements / campus 'culture' to new adjunct faculty & staff - very little mentoring, counselors telling students some classes will be very easy when really they aren't & having them take extra courses

As a part-time instructor, I would like my classes earlier so I can prepare for them, though I know this is not always possible. _ We need a simple way to refer students who are at risk to the Enhancement Services _ Ozone needs to work better- too often i

1. As an adjunct, I am unaware of any accomplishments besides the classes have begun _ 2. I have been unaware of any information that could help me with understanding my beginning students _ 3. While the majority of Owens faculty is adjunct, there is no c

1. Advising can be inconsistent, several students have complained and lost time because of not getting the needed information from advisors or the wrong info _ 2. Communication between leaders and adjunct faculty is sketchy, not all communications trickle

1. Office space for adjuncts is limited; meeting with students is quite difficult. _ 2. Low pay for adjuncts. _ 3. Very small number of full-time positions.

1. Lack of communication to part-time faculty. _ 2. Lack of communication to part-time faculty. _ 3. Lack of communication to part-time faculty.

1. Advising for technical majors is sometimes downright wrong. Really need specialized advisors or better training / info materials for advisors. _ 2. I think we allow expectations to be set too low, especially by some part-time faculty. At the same t

Lax / Unclear Policies and Procedures

weak orientation process (not mandatory; student's don't understand how to do standard things like dropping a class, etc.), practices which don't encourage student responsibility (such as dropping for nonpayment several weeks after the semester has started)

Tutoring - changing in a REALLY BAD way. _ No Counselors at Owens!!!!!! _ Procedures not clear - giving students the run-around.

orientation _ communication _ the expectation that a new student will read the fine print before they start: catalogs, policies, syllabus.. 'it's in writing somewhere, you should know it'

no orientation to campus, policies, where to go for help; need a formal mandatory orientation for all students enrolling for first time

Lack of consistent information from department to department. _ Uneven implementation of college policy. _ instructors are easily persuaded to drop questions from tests, instructors need to stand their ground, students unprofessional behavior

I'm not really aware of any specifically. _ Attendance retention, perhaps

I don't know if all faculty members follow the policies which are in place. _ _
faculty involvement in academic advising is neither organized nor standard _ orientation is not required _ many deadlines and expectations for students are too flexible

Dress attire is getting pretty bad. Cleavages, midriffs etc. Can we enforce a dress code that facilitates 'learning' or shows some respect toward an educational institution? How can the boys / men concentrate? _ _ _ _
confusion about policy and procedure, changing policy and procedure almost every semester, competent advising

1. Lack of academic faculty advising for program specific information _ 2. Students not adequately advised of what it takes to be a successful college student. _ 3. Nothing is ever mandatory for students so they only participate if they want to.

1. counseling services very weak _ 2. financial aid abused _ 3. students who perform poorly not made accountable

1. No mandatory student orientations, 2. Limited course prerequisites, with those in place not enforced, 3. No professional counselors provided for students

1) Lack of college-wide orientation for 1st year students _ 2) Classroom behavior standards could be emphasized more during the orientation _ 3) Attending only 1 class qualifies students for financial aid. It should be changed as students got the rules of

Not Enough Full-Time Faculty and Staff (13 or 5.8% of respondents)

Way too many part time faculty who are likely not to have the dedication to the institution and the students are teaching the classes this student population are enrolled in. _ I am not certain that the assessment techniques used to determine student ne

putting students in appropriate classes; funding full-time faculty for first year courses; funding conference travel for FYE

not hiring more adjunct instructors full-time
not enough full time faculty to meet needs of students.

NO new faculty orientation provided. _ No full time staff member or coordinator of program to go to for guidance _ Department only has adjunct faculty, one full time person to guide staff would be beneficial.

No consistent academic advising throughout the first year _ Insufficient number of full-time faculty for entry-level courses _ Lack of structure for first-year students _ _

LOW PAY ATTRACTS QUESTIONABLE TEACHERS FOR BEGINNING CLASSES, HIGH TURNOVER ESPECIALLY IN PART TIME, HIGH RATIO OF PART TIME FACULTY TEACHING SUBJECTS.

limited full time faculty positions _ limitations of part time faculty to meet with students _ knowlege of advisors to what classes best meet the goals of the student _

Less part-time faculty (or allowing part-time faculty to work more than 12 hours a week) to ensure continuity and callibration for new students. _ New student assessment/evaluation to help determine areas of weakness and strength in core areas (math, sci

In general, there is not much organization or oversight of instructors; _ no consistency between different sections of the same class; and _ many, even most, instructors are part-time and therefore high-quality employees are hard to keep. This all leads

Horrible academic advising. Need full time advisors who are trained and know the academic program requirements. Too many students are told incorrect information, too much turn over of part time advisors.

1. Students do not have an assigned advisor _ 2. There are no counseling services available _ 3. Information is not effectively communicated between departments and units _ 4. Disproportionate number of part time/adjunct faculty

1. Office space for adjuncts is limited; meeting with students is quite difficult. _ 2. Low pay for adjuncts. _ 3. Very small number of full-time positions.

Lack of Student Information and Assessment

Proper academic advising (assigning students into classes that they are ready to take); hard data on student retention issues; better orientation programs for new students

Outdated course material especially in psychology. _ Code of Conduct is not expressed enough to New Students _ Students are not always put in course that best fit his or her fund on knowledge at the point of entering college.

No place to record or no one to tell if an advisor finds out via e-mail or appt that a student is leaving Owens. _ SOS phone calls that tend to be made over and over again. (Like telemarketers) Some students don't like to be called all the time. _ Lim

Might not expect enough in the refresher courses. _ Evaluation of students could be more objective in some areas. _

Little or no data feedback to faculty on student retention. _ No comprehensive, mandatory orientation program is available for all incoming students. _ Administration seems more focused on public events, funding, and enrollment than academic issues.

lack of data, lack of data driven decisions, lack of automation of processes

Institutional Research data is generated very slowly and is not well disseminated or analyzed in any consistent way _ Research support for the departments is lacking _ Lack of consistency--we change student services programming approaches, terminology, an

Disjointed curricular pathways _ No distinct focused and communicated initiative focusing on first year students _ Lack of systematic assessment for improvement

departmental ignorance of 1st time student needs _ no incentives for faculty re: 1st time student needs _

Articulating information regarding a student that might be helpful to the instructor for learning purposes. _ Communication with counseling servies. _ Inaccurate information articulated to students by varying departments upon entry and registration.

Additional communication on progress, whether the processes are working or not working, and share the early assessments.

1. As an adjunct, I am unaware of any accomplishments besides the classes have begun _ 2. I have been unaware of any information that could help me with understanding my beginning students _ 3. While the majority of Owens faculty is adjunct, there is no c

1) The instructor has no information about the students when they enter his/her class _ 2) I am not sure that someone (counselor, mentor, etc) follows the students progress before it is too late _ 3) Being a campus where all students commute, certain time

On-Line Classes, Registration, Testing & Evaluations (11 or 4.9% of respondents)

We do not have a comprehensive plan with all areas involved. It is currently only one program involved. _ Our advisors are overloaded and insufficiently prepared to deal with all students. _ Online registration is problematic for new students and too many

The FYE course is not required; _ Students don't get the full picture of their expected workload at college; _ Student orientation for web courses is optional.

Some courses should have reading and writing prerequisites. _ Some students get into higher level courses without passing lower level prereqs. _ Some students should not take a web class during their first year.

On-line testing without the opportunity to answer the easiest questions first, without the opportunity to go back and correct an incorrect answer, time limits for each question that may be too short for slower students, lack of the opportunity for face-to

No real requirements that new students must see an academic advisor to receive advice on registering. _ Increasing trend towards lower level courses being web based (or in reality self taught) courses where students have limited interaction with the instr

Making learning support resources available to web-based students in a timely manner. _ _

Hardly any communication with adjunct faculty about college-wide goals, not as much guidance for college intranet site (Ozone), use of online formative evaluations strongly diminishing the number of students completing them

college-wide communication, allowing first-year students to take many online courses, counseling for personal problems - there should be counselors

1. Only give positives on web-based classes, but must inform them students must be disciplined and allow time for the class _ 2. IS issues with servers down, firewalls dropping things, who to call for IS help is unclear to students at times _ 3. Uphold

1. First year students sign up for classes on-line without the help of an advisor and end up taking unwise combinations of classes _ 2. Use of an objective computerized test for placement in writing classes; no written diagnostic is required. Therefore

1. First year students; getting poorly advised. _ 2. Web courses available to first year students from non-understanding F/T faculty; about _ student demographics, socio-economics and single parents. _ 3. Lack of support for these

Lack of Intervention & Follow Up (11 or 4.9% of respondents)

Too much emphasis on getting numbers in the door, not enough on retention _ _ Students beginning classes without a GED often not prepared. Should have earned GED first _ _ We do not effectively track student academic goals- take a class, take classes to

Registration process & response to questions _ Follow up with students _ Financial aid issues with students _ poor advising, especially in specific programs _ no follow up of student success after first semester/year _ no incentives for best teachers in college to teach these students

No more automatic intervention early in the semester for students in academic trouble _ Needs more sensitivity to many students' lack of experience with or lack of access to technology _ Needs way for adjunct faculty to know how to connect students with a

Low monitoring of students work habits _ limited support for students who are having academic difficulty _ adequate parking

follow-up with students who cease attending class _ early intervention for students at risk _ lack of mandating social activity as part of the educational experience

follow up to students with problems; follow up to students failing a class; follow up for students attendance. As a part-time instructor, I would like my classes earlier so I can prepare for them, though I know this is not always possible. _ We need a simple way to refer students who are at risk to the Enhancement Services _ Ozone needs to work better- too often i

Advising _ Follow up with students that drop out

1. No counseling department-this was a vital area when I was a student here. _ 2. My daughter is in her first year and she has not been contacted by anyone. She is not an athlete, minority, or in a special category so I guess she could fall through the

1) The instructor has no information about the students when they enter his/her class _ 2) I am not sure that someone (counselor, mentor, etc) follows the students progress before it is too late _ 3) Being a campus where all students commute, certain time

Lack of Planning, Decision-Making, & Implementation (11 or 4.9% of respondents)

We do not have a comprehensive plan with all areas involved. It is currently only one program involved. _ Our advisors are overloaded and insufficiently prepared to deal with all students. _ Online registration is problematic for new students and too many

no formalized or required orientation for new students _ no formalized communication plan after they have received their admission welcome letter _ no noticeable clubs or groups for involvement, no campaign to get students involved, you have to really dig

Need more communication to faculty, more yet to adjuncts _ Need a better plan for students who first step foot on campus, clear directions, etc. _ Need more info to new students about what's available besides classes.

Lack of office space with computer capability for part-time faculty. _ Office hours for planning and advising limited for part-time faculty.

lack of follow through, longterm planning, description of courses

lack of data, lack of data driven decisions, lack of automation of processes

Lack of communication from the top down in regard to what is taking place regarding the first year experience. _ Lack of decision making and staying with a plan (changing courses of study more than once). _ Lack of planning ahead to determine staffing and

Implementing projects from the process management groups _ Funding projects

I am not familiar with the way first year experience classes are conducted, but it does seem to lack some planning/consistency and quality faculty. My students report bad experiences with advisors; Seems to be a wide spectrum of standards among faculty

follow-through

Currently seems to have no plan or logical approach _ No system to handle individual problems except passing it up the academic chain

Lack of Faculty Input, Involvement, & Support (9 or 4.0% of respondents)

there is a need for more faculty input -----further faculty freedom concerning learning/teaching _ methodologies-----opportunity for faculty to pursue 'open-ended' course work for _ professional development /enrichment. Otherwise the institution do

The few instructors who do not view the program as necessary _ The fact that the FYE program is optional, not mandatory

Still too new _ More involvement from greater variety of faculty _

management: communication, availability, oversight _ failure to get broader institutional buy-in for the fye project _ insistence that all students must participate when programs are not all the same and are already full to capacity with required credits

LIMITED INPUT IN CURRICULUM _ LIMITED/NO INPUT IN ACADEMIC STANDARDS FOR OUR PARTICULAR PROGRAM

having enough faculty who are invested in this initiative and willing to teach the FYE classes _ communication about this initiative and what it will mean for the students _ feels like the plane is being built while it is flying

Faculty not involved in advising;lack of training for all faculty about engaging first year students; no formal required orientation

faculty involvement in academic advising is neither organized nor standard _ orientation is not required _ many deadlines and expectations for students are too flexible

1. Poor advising _ 2. Little faculty involvement _ 3. Focus on the number of students not the quality _ 4. Little attention to retention

Lack of Consistency (9 or 4.0% of respondents)

Poor academic advising places students in classes where they are either over or under qualified for. Prerequisites are either not correct in the computer or academic advisors randomly waive the requirements, creating the previously mentioned problem.

No consistent academic advising throughout the first year _ Insufficient number of full-time faculty for entry-level courses _ Lack of structure for first-year students _ _

Lack of consistency in advising

Lack of consistent information from department to department. _ Uneven implementation of college policy. _ Institutional Research data is generated very slowly and is not well disseminated or analyzed in any consistent way _ Research support for the departments is lacking _ Lack of consistency--we change student services programming approaches, terminology, and

In general, there is not much organization or oversight of instructors; _ no consistency between different sections of the same class; and _ many, even most, instructors are part-time and therefore high-quality employees are hard to keep. This all leads

I don't know if all faculty members follow the policies which are in place. _ _

I am not familiar with the way first year experience classes are conducted, but it does seem to lack some planning/consistency and quality faculty. My students report bad experiences with advisors; Seems to be a wide spectrum of standards among faculty

1. Advising can be inconsistent, several students have complained and lost time because of not getting the needed information from advisors or the wrong info _ 2. Communication between leaders and adjunct faculty is sketchy, not all communications trickle

Lack of Coordination, Collaboration, & Continuity (9 or 4.0% of respondents)

We do not have a comprehensive plan with all areas involved. It is currently only one program involved. _ Our advisors are overloaded and insufficiently prepared to deal with all students. _ Online registration is problematic for new students and too many

not a lot of continuity between departments. If there was a little more the students would benefit greatly

NO new faculty orientation provided. _ No full time staff member or coordinator of program to go to for guidance _ Department only has adjunct faculty, one full time person to guide staff would be beneficial.

No advisors _ No orientation for establishing and augmenting students purposes. _ No coordination of content _

need more faculty that have advising experiences or the knowledge to assist the students _ need career classes for undecided students _ Communication and collaboration with all the offices on campus that can and do assist students on a daily basis. The i

Less part-time faculty (or allowing part-time faculty to work more than 12 hours a week) to ensure continuity and callibration for new students. _ New student assessment/evaluation to help determine areas of weakness and strength in core areas (math, sci

lack of cohesive program _ narrow interpretation of what support services should include _ lack of student development focus

Content and instruction across disciplines not integrated - Class schedules could flow better to foster integration communication, co-operation, information.

Inadequate Staffing & Financial Resources (9 or 4.0% of respondents)

Poor use of resources, poor direction for faculty in the program, poor communication

No required FYE or orientation program for students _ Lack of resources for advising _ Lack of committment to student services

No mandatory participation required of students _ Not enough resources (staff nor funds) available to serve the population _ Slight efforts to serve diverse populations -no substantial committment to diversity _ _ _

Lack of communication from the top down in regard to waht is taking place regarding the first year experience. _ Lack of decision making and staying with a plan (changing courses of study more than once). _ Lack of planning ahead to determine staffing and

Implementing projects from the process management groups _ Funding projects

I am not happy with the fact that we are disconnected from the main campus, which may hurt enrollment. _ Work with limited resources such as money for upgrades to trainers and course materials. _ Need more advertising for all that is offered and available

a minimal orientation that is not required for the student to be involved. _ an inaqueately staffed advising department to handle the massive student load. 8 fulltime advisors for 20000+ students and very little counseling avaiable for students with nee

1.Disconnect between financial resources, faculty, and student services. _ 2.Lack of appreciation or understanding towards the functions and services of student service personnel. _ 3.Skill level of some Owens student population groups may be too low to b

1. terrible lack of communication from upper administrators, support organizations, etc. _ 2. not enough support staff: no books in bookstore till week 3; no audio visual workers, etc. _ 3. lack of academic freedom/ no respect for faculty's skills and kno

Technology Issues (8 or 3.5% of respondents)

some faculty's lack of understanding that the mission of the college is to help students, assumption that all new students have computers and computer savvy, lack of clarity of technology students must use such as OZONE, CAPP, Blackboard, etc.

No more automatic intervention early in the semester for students in academic trouble _ Needs more sensitivity to many students' lack of experience with or lack of access to technology _ Needs way for adjunct faculty to know how to connect students with a

Lack of training on Ozone. _ Lack of information center. _ Advisors need to stay current with their information. Failure to address student's deficiencies in using computers/techology _ Failure to emphasis importance of using reliable resources in college level assignments (library tools) _ Need for Information Literacy course--identify strengths and weaknesses of s

Disparate facilities (some classes in modern state of the art classrooms, some in trailers with little or no technology) _ _ Parking _ _ Many of my students have expressed concerns that classes they were told to take turned out to be unnecessary to thei

As a part-time instructor, I would like my classes earlier so I can prepare for them, though I know this is not always possible. _ We need a simple way to refer students who are at risk to the Enhancement Services _ Ozone needs to work better- too often i

1. Not teaching the students the proper steps for Ozone (logging in / registration and other uses). Needs to have a 'start up' class to help out the students. _ 2. Advisors not having the knowledge of the proper Ozone steps to inform the students exactly

1. Only give positives on web-based classes, but must inform them students must be disciplined and allow time for the class _ 2. IS issues with servers down, firewalls dropping things, who to call for IS help is unclear to students at times _ 3. Uphold

Insufficient Academic Support Services (7 or 3.1% of respondents)

Tutoring - changing in a REALLY BAD way. _ No Counselors at Owens!!!!!! _ Procedures not clear - giving students the run-around.

Making learning support resources available to web-based students in a timely manner. _ _

Low monitoring of students work habits _ limited support for students who are having academic difficulty _ adequate parking

don't follow assessment scores for placement _ don't provide counseling services _ don't provide appropriate learning assistance for weaker students

Currently moving from a tutoring program in which I participated to a peer-based tutor/mentor program of which I have little knowledge and to which I am no unable to refer students that may need academic assistance. _ As an adjunct, I am not always sure t

Assistance with Personal Problems _ Assistance with Study Skills (currently under development) _ Assistance with Employment Placement

1. tutorial services _ 2. advising _ 3. communicating academic expectations

Financial Aid Abuse & Other Financial Aid Issues (6 or 2.7% of respondents)

Retention, Financial Aid, Fostering Community on Campus

Registration process & response to questions _ Follow up with students _ Financial aid issues with students _

no student orientation required, financial aid to late to allow students to buy books at beginning of semester, no requirement to obtain general academic course before major courses.

1. inadequate advising and placement procedures _ 2. conflicting messages about the importance of attendance and the disbursement of financial aid dollars. For a student to get \$, all he needs is to attend one session of class and then disappears.

1. counseling services very weak _ 2. financial aid abused _ 3. students who perform poorly not made accountable

1) Lack of college-wide orientation for 1st year students _ 2) Classroom behavior standards could be emphasized more during the orientation _ 3) Attending only 1 class qualifies students for financial aid. It should be changed as students got the rules of

Issues Related to Student Services (6 or 2.7% of respondents)

No required FYE or orientation program for students _ Lack of resources for advising _ Lack of commitment to student services

Lack of support from student services _ Lack of support from high level administration across the college _ Lack of faculty advising _

Institutional Research data is generated very slowly and is not well disseminated or analyzed in any consistent way _ Research support for the departments is lacking _ Lack of consistency--we change student services programming approaches, terminology, an

Advisors do not know how to appropriately direct students. _ Student Services' denial of their poor service to students. _ Preconceived notion that students are being appropriately advised already, so no need to change anything.

Advising _ Connecting student service offices to FYE _

1. Disconnect between financial resources, faculty, and student services. _ 2. Lack of appreciation or understanding towards the functions and services of student service personnel. _ 3. Skill level of some Owens student population groups may be too low to b

Professional Development Activities, Training & Resources (6 or 2.7% of respondents)

there is a need for more faculty input -----further faculty freedom concerning learning/teaching _ methodologies-----opportunity for faculty to pursue 'open-ended' course work for _ professional development /enrichment. Otherwise the institution do

putting students in appropriate classes; funding full-time faculty for first year courses; funding conference travel for FYE

Limited training for instructors.

Getting information to all faculty, adjunct or otherwise. Providing professional development opportunities for staff regarding this matter.

Faculty not involved in advising;lack of traing for all faculty about engaging first year students; no formal required orientation

E-portfolio information incomplete and training a one-time shot. Training for FYE teaching simply brief info to the class. No ideas regarding pedagogy or creativity.

Poor Customer Service (5 or 2.2% of respondents)

some faculty's lack of understanding that the mission of the college is to help students, assumption that all new students have computers and computer savvy, lack of clarity of technology students must use such as OZONE, CAPP, Blackboard, etc.

Restricting when courses are offered and times when students need them to be. _ Retention _ Customer Service

promises but does not really define 'success' _ seems more interested in retaining rather than helping students learn _ treats students as customers, rather than students

Advisors do not know how to appropriately direct students. _ Student Services' denial of their poor service to students. _ Preconceived notion that students are being appropriately advised already, so no need to change anything.

1. Advising should be done at the department level by faculty. Students are often given bad advice in the sciences, by nonscience advisors. This is directly related to poor a customer service experience. How can advisors be giving advice on taking Organic

Lack of Rewards & Recognition for Faculty (3 or 1.3% of respondents)

poor advising, especially in specific programs _ no follow up of student success after first semester/year _ no incentives for best teachers in college to teach these students

departmental ignorance of 1st time student needs _ no incentives for faculty re: 1st time student needs _

Communications down to the lower level of the part time instructors what is really happening on campus. Merit review or increase in paid and/or rewards to Adjunct Instructors. When was the last time adjunct has been awarded any kind of award for services

Lack of Activities (3 or 1.3% of respondents)

Students are rushed through programs to graduate. Learning is compromised because the students must take classes at a specific time to continue. New students right from high school suffer the most in selective admission programs. _ _ extra-curricular a

no formalized or required orientation for new students _ no formalized communication plan after they have received their admission welcome letter _ no noticable clubs or groups for involvement, no campaign to get students involved, you have to really dig

follow-up with students who cease attending class _ early intervention for students at risk _ lack of mandating social activity as part of the educational experience

Parking (3 or 1.3% of respondents)

Low monitoring of students work habits _ limited support for students who are having academic difficulty _ adequate parking

Disparate facilities (some classes in modern state of the art classrooms, some in trailers with little or no technology) _ _ Parking _ _ Many of my students have expressed concerns that classes they were told to take turned out to be unnecessary to thei

1. Expensive books/change of books is a problem for many new students _ 2. Mass confusion at the beginning of semesters re: parking makes students frustrated and late for class _ 3. Allowing students to enroll in courses requiring papers when they have

Meeting Needs of Non-Traditional Students (3 or 1.3% of respondents)

You should really ask this of the students, not the faculty. I do not know what the first year students would say. Many students drop out because of their intense work and family obligations -- that is the life of non-traditional students.

nontraditional students get lost in the expectations of instructors _

Meeting the needs of non-traditional students for resources, advising _ Evening/weekend resources for non traditional students, advising, financial aid, bursar, etc. _ Helping non-traditionals with computer training with Blackboard

Problems with Books (3 or 1.3% of respondents)

no student orientation required, financial aid to late to allow students to buy books at beginning of semester, no requirement to obtain general academic course before major courses.

1. terrible lack of communication from upper administrators, support organizations, etc. _ 2. not enough support staff: no books in bookstore till week 3; no audio visual workers, etc. _ 3. lack of academic freedom/ no respect for faculty's skills and kno

1. Expensive books/change of books is a problem for many new students _ 2. Mass confusion at the beginning of semesters re: parking makes students frustrated and late for class _ 3. Allowing students to enroll in courses requiring papers when they have

Lack of Community (3 or 1.3% of respondents)

Retention, Financial Aid, Fostering Community on Campus

fixation on enrollment goals _ inadequate orientation _ weak sense of campus community (commuter campus)

1. instilling a sense of 'class community' _ 2. clearly and fully articulating means and expectations to faculty. I see a beginning but as of now it doesn't seem to be a coherent 'program.'

Not Enough / Too Many Course Times & Offerings (3 or 1.3% of respondents)

Restricting when courses are offered and times when students need them to be. _ Retention _ Customer Service

1. Advising office personnel have poor knowledge of course content/program content _ 2. Too many course sections offered = too many course cancellations & resultant lost students _ 3. Security is mediocre at best.

1) allows students to enroll in classes they are not prepared to take because they need developmental reading and writing classes first. 2) does not provide enough health-care/nursing classes for students to meet the demand. 3) does not encourage more lib

Problems with Faculty Evaluations (3 or 1.3% of respondents)

puts too much emphasis on student evaluations of teachers to determine the effectiveness of teachers (tends to encourage teachers to inflate grades and keep students happy rather than to teach material and have unhappy students/poor evaluations) Also the

Hardly any communication with adjunct faculty about college-wide goals, not as much guidance for college intranet site (Ozone), use of online formative evaluations strongly diminishing the number of students completing them

feedback to instructors of student evaluations,

Uncategorized (11 or 4.9% of respondents)

The lapse in time from the moment they enroll until they officially start their chosen program _ Not meeting with program chair/coordinator of program until departmental orientation _ ?

The college is making it more difficult to pass math classes if a student does not need to take a transitions class. Some instructors are not used to dealing with the types of students that this program is aimed at. _

SLICE is nice, but it's only used for advertising. If only it were a student/faculty reality then students would be far more successful.

Room assignments

Repetitive _ Case studies _ Leadership is ineffective

not enough signage for students _

First semester students lose their direction. _ As far as I know, there is no adequate high school transition program, especially regarding student responsibilities. A summer transition program would be a good idea. _

Educational camps _ Need for cohort groups _ Dorm - in campus residence halls

can baby students

1. Registration availability based on how many hours a student has completed _ 2. Some students fall between the cracks _ 3. Students have challenges regarding the status of their health requirements