

## Spring 2019 In-Service Guided Pathways Workshop Results

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### Purpose of Brief

The purpose of this brief is to analyze student panel feedback gathered during the Spring 2019 In-Service Guided Pathways workshop provided by 21 participants.

### Summary of Findings

- 38% of respondents indicated they knew what they wanted to major in when they started at Crafton.
- 76% of respondents indicated they chose which courses to take each semester based on internal assistance provided through Crafton. As an illustration, one respondent made the following comment: “Ed Plan by counselor, from there I knew what to do.”
- 33% of respondents indicated they were able to enroll in classes they wanted when they wanted them due to priority registration status or the nature of the classes.
- Respondents were most likely to indicate preference for a face-to-face (74%) course format. As an illustration, one respondent made the following comment: “Face to face preferred, took 2 online classes.”
- 17% of respondents indicated the kind of support that worked well for them at Crafton was the Tutoring Center.
- 36% of respondents knew at least someone who dropped out of college due to financial hardship/responsibility.

### Overview

On January 11, 2019, Crafton Hills College (CHC) faculty and staff gathered for the Spring 2019 In-Service Day. Annual In-Service Days usually take place the week before instruction begins with an intent to inform the campus (faculty and staff) of the college’s goals and focus for the upcoming semester and how the college is progressing toward those goals. The Spring 2019 In-Service Day focused on the Guided Pathways program where a two part workshop was facilitated with objectives centered on understanding students and responding to student needs. The objective of the California Guided Pathways Project is to help students reach their career and educational goals by providing educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes (Foundation for California Community Colleges, n.d.). The purpose of this brief is to analyze student panel feedback gathered during the In-Service Guided Pathways workshop provided by 21 participants.

### Methodology

CHC managers developed 20 open-ended questions to collect feedback from students to help understand student challenges and learn what helps a student decide on a major, stay in school, and finish their goal successfully. The 20 open-ended questions with student responses were provided to the Office of Institutional Effectiveness, Research and Planning (OIERP) in order to analyze feedback. To organize feedback received, responses were categorized by topic. It is possible that responses provided were categorized under multiple topics. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

### Findings

Tables 1 through 20 illustrate the results of the findings from the In-Service Guided Pathways workshop in Spring 2019.

Table 1 illustrates respondents' major/program of study. Respondents were more likely to identify their major/program of study as Sociology (24%) followed by Biology/Chemistry and Criminal Justice (14%).

**Table 1. Respondents' major/program of study**

Major/program of study	#	%
Anthropology	2	9.5
Biology/Chemistry	3	14.3
Chemistry	1	4.8
Criminal Justice	3	14.3
English	1	4.8
English/ASL	1	4.8
Music	1	4.8
Philosophy	2	9.5
Political Science/Philosophy	1	4.8
Psychology	1	4.8
Sociology	5	23.8
<b>Total</b>	<b>21</b>	<b>100</b>

Tables 2a and 2b illustrate respondents' answers to whether they knew what they wanted to major in when they started at Crafton and if they did not, how they found their major.

Thirty-eight percent of respondents indicated they knew what they wanted to major in when they started at Crafton. As an illustration, one respondent made the following comment: "Yes, career goal already determined."

**Table 2a. Open-ended responses regarding whether respondents knew what they wanted to major in when started at Crafton.**

Did you know what you wanted to major in when started at Crafton?
<b>Yes (n=8)</b>
EMT
Knew major, switched to Anthro wants to transfer to CSUSB.
Yes, came to CHC with contract from U of R.
Yes, career goal already determined.
Yes, medic in the military.
Yes, wants to be a Lawyer. (2)
Yes. Originally special education.

As demonstrated in Table 2b of the respondents who may not have known what they wanted to major when they started Crafton, they were more likely to indicate they found their major through internal influences (33%). As an illustration, one respondent made the following comment: "No. Took [Name Removed] class Polit 100."

**Table 2b. Open-ended responses regarding how they found their major, if they did not know what they wanted to major in when starting at Crafton.**

Did you know what you wanted to major in when started at Crafton? If not, how did find your major?
<b>Internal influencers (n=7)</b>
Exposed at CHC to Scientist.
He thought he did but changed his mind with help from a counselor.

(Table 2b continued on next page)

**(Table 2b continued)**

No. started tutoring English, need career, passionate about teaching.
No. Took [Name Removed] class Polit 100.
Undecided for 1-2 years. Loved the topics and instructors in Sociology.
Undecided throughout high school Sociology 100 (topics, working with people).
Wanted to go in to Nursing, after talking with [Name Removed] she is now aiming at Sociology.
<b>External influencers (n=2)</b>
Family members in past dealing with abuse.
U of R recommended and gave contact.
<b>Other (n=4)</b>
Conflicted between music and theater.
No, came as an English major then to Philosophy.
Wanted to be an elementary school teacher but wanted a helping profession. Wants to go into Law Enforcement.
Wanted to go in to Criminal Justice took some time off of school now wants to help others in similar situations as hers.

Table 3 illustrates respondents' answers to whether they had completed an educational plan and when the educational plan was completed, if applicable.

Respondents were just as likely to indicate they completed an educational plan with assistance from the Counseling office/staff (26%) or with assistance from the EOPS office (26%). As an illustration, one respondent made the following comment: "Yes, EOPS helped create an Ed Plan. Learned that classes can be moved around on Ed Plan."

**Table 3. Open-ended responses regarding when respondents had completed an educational plan and when it was completed, if applicable.**

<b>Have you completed an educational plan? When did you complete the education plan at Crafton, prior to starting at Crafton or later?</b>
<b>Yes, with assistance from Counseling staff/office. (n=6)</b>
2- semesters for Eng, Phil full, Bio full and got excited, took initiative to see counselor.
4 Counselors, yes completed an Ed Plan, talks with a counselor twice a semester.
Saw a counselor at the start and end of each semester.
Went to counseling.
Yes, participated SOAR.
Yes, would meet a counselor each semester prior to registration.
<b>Yes, with assistance from EOPS. (n=6)</b>
EOPS helped her draft her Ed Plan. However, didn't make sense but EOPS explained it better.
EOPS helped, Original SEP was a mess.
EOPS.
Yes, EOPS helped create an Ed Plan. Learned that classes can be moved around on Ed Plan.
Yes, had an Ed Plan, met with EOPS and completed a Life Plan. Guided to Cal State representative and returned as an older student.
Yes, in EOPS. Was not straight forward, and was difficult to keep up with EOPS requirements but has helped.
<b>Yes, unclear when Ed plan was completed. n=(5)</b>
Did it herself and stuck to it.
Yes, comprehensive.
Yes, Ed Plan and Life Plan.
Yes, understanding credits can be overwhelming.
Yes, with [Name Removed]. Entire Honors.

**(Table 3 continued on next page)**

**(Table 3 continued)**

<b>Yes, prior to starting at Crafton (n=3)</b>
Yes, before semester entire plan.
Yes, comprehensive when he first started.
Yes, would meet a counselor each semester prior to registration.
<b>Yes, after starting at Crafton (n=1)</b>
2- semesters for Eng, Phil full, Bio full and got excited, took initiative to see counselor.
<b>Miscellaneous/other (n=2)</b>
Initially did not have a full schedule, only given partial SEP.
Waiting on evaluation.

Table 4 illustrates respondents' answers to whether they took classes at CHC that they did not need for their major and if so, how many classes. Respondents were more likely to have taken classes at CHC that they did not need for their major (61%), however the amount of classes varied. As an illustration, one respondent made the following comment: "Yes, criminal justice classes, EMT classes, a music class and also yoga classes."

**Table 4. Open-ended responses regarding whether respondents took classes they did not need for their major and if so how many.**

<b>Did you take classes at Crafton Hills College that you did not need for your major? How many?</b>
<b>No (n=5)</b>
No (3)
Not really, General Ed classes were taken early on. (no need to take Bio and Env. Science)
Only classes for major.
<b>Yes (n=11)</b>
Bio and Chemistry.
Only by choice.
Yes, 1 math.
Yes, 1 or 2.
Yes, 1 unit.
Yes, 2 years' worth.
Yes, 3-4.
Yes, Arabic Language.
Yes, criminal justice classes, EMT classes, a music class and also yoga classes.
Yes, lots of EMT classes.
Yes, recommended by music professor for a more balanced education.
<b>Other (n=2)</b>
65 units- after I changed my major, did use counselor at start.
Maybe 1 or 2.

Table 5 illustrates respondents' answers to whether they have ever changed their major and if so their explanation. Respondents were more likely to indicate they had not changed their major (50%) followed closely by respondents who indicated they had changed their major (45%). As an illustration, one respondent made the following comment: "Yes, from Criminal Justice to Sociology due to speaking with [Name Removed]."

**Table 5. Open-ended responses regarding whether respondents have changed their major and if so, why.**

Have you ever changed your major? If so, can you explain why?
<b>No (n=10)</b>
Never change major.
No (6)
No because he came to CHC with a goal.
No, but has considered working with animals.
No, just felt around until I found my passion.
<b>Yes (n=9)</b>
Yes
English, Philosophy, Biology and Chemistry.
Yes, Anthro then back after failing some Chem courses.
Yes, did well with structure, however after first year was on my own and did not do well.
Yes, English to Philosophy to Bio/Chem.
Yes, from Criminal Justice to Sociology due to speaking with [Name Removed].
Yes, from Elementary to Soc.
Yes, from Lib. Arts to Polit/Phil given wrong direction by counselor.
Yes, started as EMT but counseling helped find a better fit.
<b>Other n=(1)</b>
See above.

Table 6 illustrates respondents' answers to how they choose which courses to take each semester. Respondents were most likely to indicate they chose which courses to take each semester based on internal assistance provided through Crafton (76%). As an illustration, one respondent made the following comment: "Ed Plan by counselor, from there I knew what to do."

**Table 6. Open-ended responses regarding how respondents choose which courses to take each semester.**

How do you go about choosing which courses to take each semester?
<b>Internal assistance =(13)</b>
Academic counselors helped her.
Ed Plan by counselor, from there I knew what to do.
EOPS, counselors help/ SEP.
Following Ed Plan, work adapts to schedule
Following SEP, was able to complete SEP with [Name Removed].
Follows Ed Plan. (2)
Met with counsel [Name Removed].
See counselor.
SEP has worked well.
SEP.
Spoke with counseling and EOPS along with Cal State representatives.
Uses EOPS/SEP provided does ask instructors.
<b>Availability of courses (n=1)</b>
Availability of courses student has priority B registration.

(Table 6 continued on next page)

**(Table 6 continued)**

<b>Schedule around outside commitments (n=3)</b>
Availability of class based on work schedule.
Interesting. Science courses likes online; time management works 2 jobs.
Trial and error around getting a part time job.

Table 7 illustrates respondents' answers to the average number of units they enroll in each semester. Respondents were most likely to enroll in an average of 1-12 units each semester (47%). As an illustration, one respondent made the following comment: "32 hours of work averages 9-11 units."

**Table 7. Open-ended responses regarding the average number of units they enroll in each semester.**

<b>On average, how many units did you enroll in each semester?</b>
<b>1- 12 units =(9)</b>
6-12 units
32 hours of work averages 9-11 units.
12- now 6
12 units.
12 units on average 14 at the most.
4 courses per term.
First time enrolled 12 units, average fulltime currently. Benefits of EOPS helped with the amount of classes I can take.
Started with 4 classes per semester (averages 3 classes per semester =3 units each)
Usually 12, 6 to focus on math.
<b>More than 13 units (n=8)</b>
13 units on average.
13-16
13 to 16 units, lots of stem.
14 units.
14.5 average.
18 average.
20 1st, 8 2nd, 18 3rd, 12 4th
First semester 22 units, second semester 18 units.
<b>Other (n=2)</b>
11-14 Working fulltime.
12-15 units.

Table 8 illustrates respondents' answers to whether they have ever dropped a course and if so why.

Twenty-five percent of respondents indicated they had never dropped a course, respondents were just as likely to indicate they had dropped a course due to internal influencers (25%) as illustrated in table 8. As an illustration, one respondent made the following comment: "Yes, because of the instructors."

**Have you ever dropped a course? Can you explain why?**

- No (5)

**Table 8. Open-ended responses regarding whether respondents have ever dropped a course and if so why.**

<b>Have you ever dropped a course? Can you explain why?</b>
<b>Internal influencers (n=5)</b>
Dropped Bio to be in honors.
Dropped Biology for Honors.
I dropped because of scheduling.
Yes, because of the instructors.
Yes, overloaded teachers.
<b>External influencers (n=3)</b>
Yes, Math, no longer eligible for federal aid, EOPS or BOG.
Yes, not considered resident in CA on application.
Yes, working more.
<b>Difficulty (n=3)</b>
Algebra, wasn't understanding at SAC understanding it better at CHC.
Yes, Math 085. Not that great at Math. Have hard time understanding the concept.
Yes, Math. Struggled so much dropped EMT/Fire Science.
<b>Not necessary (n=2)</b>
Yes because it wasn't needed.
Yes, Math 095 because already took a higher class.
<b>Other (n=2)</b>
Yes, child development.
Yes, many due to classes that were not required, over enrolled, wasn't ready and schedule change.

Table 9 illustrates respondents' answers to whether they consider themselves a daytime or an evening student and whether they take classes in both daytime and evening. Respondents were most likely to indicate they consider themselves daytime students (60%). As an illustration, one respondent made the following comment: "Daytime, takes morning courses and is done by 3pm does not want large break."

**Table 9. Open-ended responses regarding whether they consider themselves a daytime or an evening student and whether they take classes in both daytime and evening.**

<b>Would you describe yourself as a daytime or an evening student? Do you ever take classes in both the daytime and evening?</b>
<b>Daytime=(12)</b>
Day some at night hates classes at 7 am.
Daytime but lenient (has a flexible job)
Daytime students. (4)
Daytime, morning doesn't enroll in both sometimes has problems with 4 hours between classes.
Daytime, takes morning courses and is done by 3pm does not want large break.

(Table 9 continued on next page)

**(Table 9 continued)**

Either early or afternoon.
Fulltime student, daytime, no online wants face to face interaction in classroom.
Prefers morning 8am.
Works nights.
<b>Evening (n=3)</b>
Afternoon classes preferred, taken both, ideal class time between 12-5 no Fridays.
Has taken both but prefers evening.
Preferred evenings. Need more late start classes.
<b>Both (n=5)</b>
Both day and evening.
Both, depends on work schedule.
Both.
Enrolled in both daytime and evening classes. Schedule driven by responsibilities work and children.
Usually 10-12 and evenings, or concentrate on 2 days a week.

Table 10 illustrates respondents' answers to whether they are able to enroll in the classes they want and when they want them. Respondents were most likely to indicate they were able to enroll in classes they wanted when they wanted them due to priority registration status or the nature of the classes (33%). As an illustration, one respondent made the following comment: "Yes, DSPS gave her first priority."

**Are you usually able to enroll in the classes you want when you want them?**

No (n=3)

- No looks for classes needed sometimes class is not offered EOPS counselor helps find a class that is an alternative.
- No, in limbo, signing up online classes. Limited classes, No availability if classes that fit with her schedule. Work study depending on it.
- Not easy to enroll, one class needed but was not offered at CHC had to meet with EOPS to see what was an alternative class.

General/Miscellaneous Comments (n=2)

- Funding registration process VA 13 units.
- Harder when low priority easier as a high priority.

**Table 10. Open-ended responses regarding whether they are able to enroll in the classes they want and when they want them.**

<b>Are you usually able to enroll in the classes you want when you want them?</b>
<b>Priority registration status/ nature of classes (n=6)</b>
Confused about registration process, now yes because of honors.
DSPS, EOPS Level A priority.
Priority registration A.
Yes, DSPS gave her first priority.
Yes, some courses only offered early am.
Yes, when I had high priority.

**(Table 10 continued on next page)**



(Table 10 continued)

<b>Yes (n=5)</b>
Yes (3)
Never had trouble finding preferred classes.
So far so good.
<b>Flexible schedule (n=2)</b>
Yes, but is lenient about his schedule.
Yes, work 13 flexible hours.

Table 11 illustrates respondents' answers to the format in which they prefer their classes (e.g., face-to-face, distance, hybrid). Respondents were most likely to indicate preference for a face-to-face (74%) course format. As an illustration, one respondent made the following comment: "Face to face preferred, took 2 online classes."

**Table 11. Open-ended responses regarding the format they prefer their classes (e.g., face-to-face, distance, hybrid).**

<b>What format do you prefer? (face-to-face, distance, hybrid)</b>
<b>Face-to-face (n=14)</b>
Afraid to take online classes. Prefers to have someone in person helping student.
Face to face. (3)
Face to face daytime.
Face to face history, online.
Face to face never took an online or hybrid class.
Face to face preferred, took 2 online classes.
Face to face preferred. For classed I don't care about I do online.
Face to face, does not like online.
Face to Face, thinks hybrid is a good idea.
Face to face, yes never done any other type.
Online is convenient, prefers face to face for the interaction.
Prefers face to face.
<b>Distance (n=2)</b>
Online. (2)
<b>Hybrid (n=1)</b>
Hybrid is preferred enjoys online but likes face to face interaction.
<b>General comments (n=2)</b>
Depends on how much assistance I need.
Doesn't prefer online classes.

Table 12 illustrates respondents' answers to whether they work; how many hours per week; and their typical shift time. Respondents were most likely to indicate they work full-time (35%). As an illustration, one respondent made the following comment: "2 jobs 30-40 hours per week."

**Do you work? How many hours per week? And what time is your typical shift?**

No (n=5)

- No
- Doesn't work, disabled.
- No but helps mother with medical issues.
- No mother won't let her wants her to focus on school.
- No support with financial aid truly likes the coaches cupboard Bogg waiver is great.

**Table 12. Open-ended responses regarding whether they work; how many hours per week; and their typical shift time.**

<b>Do you work? How many hours per week? And what time is your typical shift?</b>
<b>Full-time 30-40 hours/week (n=7)</b>
36 full time.
2 jobs 30-40 hours per week.
Fulltime.
Walmart (30-40 hours per week) 4am-1pm shifts.
Yes 40 hours during the Holidays.
Yes works 2 jobs, 42 hours a week, working in the testing center. Day time and night time shifts.
Yes, fulltime and goes to CHC fulltime.
<b>Part-time (n=6)</b>
15 hours.
15-20 hours a week.
15-20during school year, 30 during summer.
Yes evenings 8-10 hours per week.
Yes, 15 hours.
Yes, 25-35 hpw, just cut down to part time due to school.
<b>General remarks (n=2)</b>
Student worker, volunteer and works at Reps for life.
Yes, but grandfather is home and needs care.

Respondents were most likely to indicate they did not have children or other caretaking responsibilities that required they be at home at a certain time (44%). Table 13 illustrates respondents' answers to whether they have children or other caretaking responsibilities that required they be home at a certain time. Respondents were most likely to indicate they had caretaking responsibilities (31%) that required they be home at a certain time.

**Do you have children or other caretaking responsibilities that require that you are home at a certain time? If so, what time?**

- No (7)

**Table 13. Open-ended responses regarding whether they have children or other caretaking responsibilities that require they are home at a certain time.**

<b>Do you have children or other caretaking responsibilities that require that you are home at a certain time? If so, what time?</b>
<b>Caretaking responsibilities (n=5)</b>
Brother, sick grandmother.
Grandmother stage 3 cancer.
Helps with mom with health issues.
No children, brother has autism. Helps mom out.
No, but takes care of mother.
<b>Family/other responsibilities (n=4)</b>
Exhausting, daycare, after school care.
Husband and family.
Work.
Yes, she has children. Having help with day care through EOPS helps immensely.

Table 14 illustrates respondents' answers to whether there are particular courses or subjects they struggle with and if so if they have ever sought help; why or why not. Respondents were most likely to indicate they struggled with math (59%). As an illustration, one respondent made the following comment: "Math, sought out faculty assistance and tutoring center."

**Table 14. Open-ended responses regarding whether there are particular courses or subjects they struggle with and if so if they have ever sought help; why or why not.**

<b>Are there particular courses or subjects you struggle with? If so, have you ever sought help? Why or why not?</b>
<b>Math (n=10)</b>
Math background.
Math- statistics
Math, took it failed took it again and passed.
Math, went to tutoring center.
Math, yes lots of time in tutoring center.
Math 085 went to tutoring center for help.
Math, sought out faculty assistance and tutoring center.
Stats.
Yes, math tutoring center.
Yes, math has not sought help yes but will be doing so.

**(Table 14 continued on next page)**

(Table 14 continued)

<b>Multiple courses (n=3)</b>
Chemistry -does not want to take it plans to take other classes and also Statistics retaking this class.
Math-went to tutoring, Comm- doesn't like public speaking. A tutor in DSPS would help more, less people, less intimidating.
Yes, Physic, Calculus.
<b>General remarks (n=3)</b>
Dropped class late, soft on cheating and poorly organized.
Motivation is the hardest part.
Support in Stem Center.
<b>None (n=1)</b>
None

Table 15 illustrates respondents' answers to whether there are particular academic tasks they have trouble with, such as reading, writing, remembering, test taking, speaking in front of other, etc.; if so, if they have ever sought help; why or why not. Thirty-five percent of respondents indicated the particular academic tasks they had trouble with were regarding test taking skills. As an illustration, one respondent made the following comment: "Test taking, ask instructor for accommodations and they accommodated."

**Table 15. Open-ended responses regarding whether there are particular academic tasks they have trouble with; if so, if they have ever sought help; why or why not.**

<b>Are there particular academic tasks you have trouble with, such as reading, writing, remembering, test taking, speaking in front of other, etc.? If so, have you ever sought help? Why or why not?</b>
<b>Test taking skills (n=6)</b>
Remembering, not sought help but it using skills learned in reading and English.
Studying has been a struggle. Seeking help in tutoring center.
Test taking and memorization.
Test taking- freaking out/blacking out.
Test taking, ask instructor for accommodation's and they accommodated.
Trouble remembering has not sought help, some struggles with math but got tutoring.
<b>Communication skills (n=3)</b>
Reading but love write.
Student worker position has increased communication.
Tutoring mostly for math classes, writing tutoring only once.
<b>Yes (n=3)</b>
Has been able to deal with it on own but did receive help tutoring center.
Has not used tutoring or asked for assistance.
Yes.
<b>No (n=2)</b>
No (2)
<b>Miscellaneous comments (n=2)</b>
Knows about tutoring center.
Math, went back to high school math instructor.

Table 16 illustrates respondents' answers to how much time they spend studying for each class and whether the amount is more or less time than they expected. Respondents were just as likely to indicate they spend 1 to 10 hours studying for each class daily/weekly (31%) than 11 hours or more weekly (31%).

**Table 16. Open-ended responses regarding how much time they spend studying for each class and whether the amount is more or less time than they expected.**

<b>How much time do you think you spend studying for each class? Are you spending more time, or less time studying than you expected?</b>
<b>1 to 10 hours daily/weekly (n=5)</b>
1 hour.
More time, 4 hours or more per night.
5-10 hours a week depending on the class assignment (per class).
Depends on class about an hour per class.
On average spends 2 hours a day studying.
<b>11 hours or more weekly (n=5)</b>
10-15 a week science and math.
15 hours per week for all classes.
15 hours per week for all courses.
Depends on the class, 45 hours on each class more time on major classes.
Each week more than 20 hours studying.
<b>Other (n=6)</b>
1 or 2 days a week more at first less ow became a better student and classes are more focused on my passion.
Less than I should poor note taking skills.
Math tons, history not so much, English takes up more.
More time than expect.
More time than he expected, tutoring center.
Will be taking Eng 010 will write 1200 words.

Table 17 illustrates respondents' answers to the kind of support that worked well for them at Crafton. There were a total of 19 respondents who provided various student support services/programs for which they indicated their support had worked well at Crafton. Respondents were most likely to indicate the kind of support that worked well for them at Crafton was the tutoring center (17%).

**Table 17. Support services/programs at Crafton**

Student support program/service	#
Tutoring Center	9
Counseling Services	5
EOPS	5
Transfer Center	5
Financial Aid	4
Honors Program	4
Assessment Center	3
Clubs/group support	3
DSPS	3
Admissions and Records	2
CHC faculty and staff	2
Coach's Cupboard	2
Friends	1
ISEEK	1
Stem trek	1
Stress Management Course	1
Therapy (Health and Wellness Center)	1
Veterans Resource Center/VA	1
<b>Total</b>	<b>53</b>

*Note: Responses included above are student support programs provided by a total of 19 respondents including the frequency for which the support program/service was mentioned.*

Table 18 illustrates respondents' answers to what kind of support they have needed but have not received. Respondents were most likely to indicate various student services as a type of support they needed and did not receive (33%). As an illustration, one respondent made the following comment: "Would have gone to counseling more."

**Table 18. Open-ended responses regarding what kind of support what kind of support they have needed but have not received.**

What kind of support have you needed that you have not received?
<b>Student services (n=6)</b>
Did not meet with counselor when I first started school. Face to face with counselor should be required after online orientation.
Financial Aid, documented sister to prove additional financial aid.
Financial aid, hard to work with.
Mental health within his family, wished he would have known more about mental health.
Was not aware of mental health support at CHC.
Would have gone to counseling more.

**(Table 18 continued on next page)**

(Table 18 continued)

<b>Support received (n=5)</b>
Counselor [Name removed] has been main support.
No, found everything he asked for.
No, would like more embedded tutoring and prefers shorter term lengths.
None
Not really, did have frustrations looking for a quick 30 sec answer but was told to make an appointment.
<b>General support (n=4)</b>
Appointments delay process.
More workshops, communication is lacking if you don't belong to a program. Could have had a course to explain Blackboard or how to use Technology on campus. More information shared on benefits like free amazon prime just to be a student.
Parking has been an issue, has been late to class due to no parking.
PowerPoint, email, counseling, more communication about what's available.
<b>Other comments (n=3)</b>
Enrolled in classes that instructor allowed students to drink and cheat in class, this was a big distraction.
Map doesn't make sense name changes don't make sense.
Unrealistic expectations, resources mostly tailored for kids or rehab help housing needed.

Table 19 illustrates respondents' answers to what challenges they have faced in reaching their educational goals. There were a total of 20 respondents who provided various challenges they faced when reaching their educational goals. Respondents were most likely to indicate they faced challenges pertaining to financial hardship/responsibility (19%). As an illustration, one respondent made the following comment: "Financial reasons, student employment has helped."

**Table 19. Open-ended responses regarding what challenges they have faced in reaching their educational goals.**

<b>What challenges have you faced in reaching your educational goals?</b>
<b>Financial hardship/responsibility (n=5)</b>
Financial needs, work study has allowed him to pay for his boots and helps his family.
Financial reasons, student employment has helped.
If doesn't have money she will go to EOPS and get snacks but does not each much on campus.
Moving, no friends, income, homelessness, more resources for homeless students advocate 10 out of 30 in class homeless 10 months.
Working fulltime but changed once I quit my job, and motivation.
<b>Availability of classes/class schedule (n=4)</b>
Availability of classes that worked for my schedule. Expected to understand technology from professor, there was failing labs that relied heavily on technology. There was an assumption that she already understood the processes of course, Math should be a hybrid.
Each of classes when needed priority determines classes she can get.
Sometimes here on campus for 4 hours until next class.
Taking a wrong class or not a required course.
<b>Ambiguity in services offered/college life/future direction (n=3)</b>
Hard at first to focus in major not sure where to go from here.
Should have joined DSPS sooner.
Understanding process of college.

(Table 19 continued on next page)

(Table 19 continued)

<b>Dissatisfaction with faculty (n=3)</b>
Availability of classes that worked for my schedule. Expected to understand technology from professor, there was failing labs that relied heavily on technology. There was an assumption that she already understood the processes of course, Math should be a hybrid.
Negative instructor relationships.
Tough professors, unavailable professors.
<b>Personal challenges (n=3)</b>
Moving, no friends, income, homelessness, more resources for homeless students advocate 10 out of 30 in class homeless 10 months.
Self-conflict, family issues cause me to be late to school, transportation bus not ideal ride share program or student to student interaction.
Working fulltime but changed once I quit my job, and motivation.
<b>Web advisor (n=2)</b>
Web advisor crashing. I
Web advisor is challenging not always working, very cumbersome process, Students are smoking weed on campus this is very frustrating to student, she said she has seen security smoking weed with students.
<b>Transportation/moving (n=2)</b>
Moving, no friends, income, homelessness, more resources for homeless students advocate 10 out of 30 in class homeless 10 months.
Self-conflict, family issues cause me to be late to school, transportation bus not ideal ride share program or student to student interaction.
<b>Drugs on campus (n=1)</b>
Web advisor is challenging not always working, very cumbersome process, Students are smoking weed on campus this is very frustrating to student, she said she has seen security smoking weed with students.
<b>Environmental barriers (n=1)</b>
Getting around campus, can't walk that much.
<b>None (n=1)</b>
No challenges home life- balance.
<b>Miscellaneous comment (n=1)</b>
Availability of classes that worked for my schedule. Expected to understand technology from professor, there was failing labs that relied heavily on technology. There was an assumption that she already understood the processes of course, Math should be a hybrid.

Note: Responses included in this table were provided by a total of 20 respondents, it is possible comments were included in multiple categories.



Table 20 illustrates respondents' answers to whether they know anyone who has dropped out of college and if so why that person decided to leave college. Respondents were most likely to indicate they knew at least someone who dropped out of college due to financial hardship/responsibility (36%). As an illustration, one respondent made the following comment: "Yes, 2 money issues, can't afford didn't qualify for financial aid."

**Table 20. Open-ended responses regarding whether they know anyone who has dropped out of college and if so why that person decided to leave college.**

<b>Do you know anyone who has dropped out of college? If so, why did that person decide to leave college?</b>
<b>Financial hardship/responsibility (n=5)</b>
Yes, 2 money issues, can't afford didn't qualify for financial aid.
Yes, brother had to work had children.
Yes, has bills job is more important and don't have family support.
Yes, job was more important and had bills.
Yes, too much financial and family commitments.
<b>Lacking family support/motivation (n=4)</b>
Yes, a ton. Lack of motivation, Couldn't play sports anymore.
Yes, family members felt they did not fit the college mold.
Yes, has bills job is more important and don't have family support.
Yes, no passion for college.
<b>Family responsibility (n=2)</b>
Yes, brother had to work had children.
Yes, to much financial and family commitments.
<b>No reason provided (n=2)</b>
Yes, brother, sister and Father.
Yes, but not able to finish.
<b>Difficulty with course (n=1)</b>
Yes, I dropped put because of the struggles of passing some class. Originally thought school wasn't for me.
<b>No (n=2)</b>
No, friend taking a leave due to family and work issues.
Not really.
<b>Other/miscellaneous (n=2)</b>
Students who drop out are just not prepared.
Videos need updating.

Note: Responses included in this table were provided by a total of 15 respondents, it is possible comments were included in multiple categories.

### References

Foundation for California Community Colleges. (n.d.). California Guided Pathways. Retrieved from <https://www.caguidedpathways.org/>