

Results of PTC Faculty Focus Groups

Frequency - Barriers/Challenges	Knowledge	Action Strategies	Changes	Effective Support “What Works”
<p>100% 1. Registration is daunting / intimidating</p> <p>2. Students need more frequent validation</p>	<p>1. Know process Have records</p> <p>2. Intrinsically motivated</p>	<p>1. Bring documents Apply early</p> <p>2. Try to interact with instructor</p>	<p>1. Offsite / community registrations. Greater effort to involve high school counselors. Increase number of trained advisors.</p> <p>2. Send emails to encourage and re-enforce positive behavior.</p>	<p>1. SOAR Summer orientations</p> <p>2. Blank</p>
<p>95% 1. Lack of understanding of financial aid process (no text books on time)</p>	<p>1. Knowledge from high school counselors Knowledge of PTC website</p>	<p>1. Fill out early and follow up</p>	<p>1. Informational sessions.</p>	<p>1. Online information College Goal Sunday</p>
<p>80-95% 1. Realistic expectations regarding time (financial need / financial aid requirements)</p> <p>2. Lack of one person to go to for advising</p>	<p>1. Know someone who has been to college Previous college experience</p> <p>2. Contact with someone who has college experience</p>	<p>1. Plan work / family / class time Buy in from family for support Take advantage of TRIO, Pathways</p> <p>2. Search out mentor</p>	<p>1. Component of required orientation. More life counseling.</p> <p>2. Have designated advisors.</p>	<p>1. SOAR Full time advising center</p> <p>2. Advising center</p>
<p>85-90% 1. Frustrations / lack of problem solving skills</p>	<p>1. Knowledge of resources</p>	<p>1. Positive outlook Ask questions Persevere</p>	<p>1. Positive consequences. Teach problem solving skills. Offer FEP points for taking critical thinking class.</p>	<p>1. Blank</p>

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80-90% 1. Lack of responsibility 2. Not prepared for college level work 3. Poor organizational skills 4. Over commitment 5. Lack of healthcare 6. Lack of problem solving skills	1. Understand consequences 2. Knowledge of hard work in college Actually prepare 3. Understand time management and limitations Realize organization is needed 4. Just say no 5. Importance of being healthy 6. Ask for help / questions Preventive rather than reactive	1. They think 2. Work hard Seek help Persevere 3. Make lists Keep calendars Devote time to study Categorize 4. Say no 5. Proactive 6. Ask for assignments early Contact instructor	1. Administrative support for punitive consequences. 2. Required orientation. 3. Workshop / seminar. Provide physical means for organization (container, etc.). 4. Limit number of hours student can take per semester. Advise this importance. 5. Nurse on campus. Healthcare training for faculty. 6. Offer critical thinking skills course. Offer informational sessions.	1. Probations – grade and financial aid FEP? 2. College Seminar 3. SOAR 4. SOAR TRIO 5. Health Issues Initiative 6. Have critical thinking course on the books Single parent mentoring
70-90% 1. Do not value learning	1. Knows learning is life long and very important Knows difference between learned facts and wisdom	1. Enjoys learning	1. Show them WE value learning. Find other ways to encourage thinking about the value of learning.	1. Developmental classes Title III Learning communities FEP

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			Publicize student achievement.	
75-80% 1. Reading level and lack of	1. Understanding the importance of reading / vocabulary	1. Listen Read Improve vocabulary	1. Instructors have to understand the importance of reading. Give them reading skills.	1. Reading Task Force
79% 1. Cannot read at college level	1. Can read and comprehend Critical thinking skills	1. Take reading classes if needed Read for pleasure / information	1. Pre-requisites for reading intensive courses.	1. Reading Task Force
75% 1. Lack of financial skills 2. Students are not reading	1. Importance of living within their means Know financial aid management 2. Importance of information Ability to read / comprehend	1. Budget 2. Take time to read and ask questions Proactive	1. Seminars. Financial consultations. Change drop policy. 2. Integrate reading activities.	1. Seminar planned Have a drop policy 2. Common Academic Experience
50-75% 1. Unrealistic ideas or expectations	1. Concept of real world working conditions	1. Research field of study Ask questions	1. Policy change – entry self assessment. Better communication of counseling services. Follow up tracking.	1. Counseling services
60-70% 1. Feel isolated	1. Importance of attending class	1. Proactive Participates Creates own support systems	1. Learning communities.	1. Office of Student Life and Leadership

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50-60% 1. Technological problems (Online)	1. Have email / internet access	1. Proactive questioning of instructor	1. Require demonstration of tech skills / say no if can't do. Recognition that online teaching is more difficult.	1. Online orientation Help desk
50% 1. Incorrect class placement	1. Know sequence to learning and value	1. Exercise patients Get advised every semester by accurate professors Use degree plan	1. Instructor advisement. Require minimum placement scores.	1. In the works (committee) SOAR
30-40% 1. Don't know how to address personal crisis, so drop class 2. Lack of knowledge of community resources	1. Talk to instructor Ask for help 2. Know how to look it up Know to ask	1. Email / call instructor Try to catch up / keep up Support system within class (another student) 2. Perseverance Ask someone Talk to other students	1. More information about available services. 2. More signage. Put info in student handbook. Post links on PTC.edu	1. Counseling Single parent TRIO Pathways 2. Counseling Office of Student Life and Leadership
30% 1. Don't have at home appropriate software, printer, computer	1. Know its required	1. Have or have ready access	1. Let students know about open office.	1. Blank
20-30% 1. Students cannot type	1. Know keyboard / how to type	1. Practice skills	1. Blank	1. Blank
10-15% 1. PTC attendance policy does not allow flexibility for legitimate student problem	1. Talk to instructor Ask for help Don't waste capitol / absences	1. Email / call instructor Try to catch up / keep up Support system within class (another student)	1. Blank	1. Syllabi are consistent Disability services in service

