

Spring  
2015

# Basic Skill Students' Lime Survey

## Sample Population 2

The survey was conducted with basic skills students in Spring 2015. The purpose of the survey was to explore the possible reasons students dropped basic skills classes. The BSI Committee wanted to identify possible retention strategies.



**Basic Skills Students Survey (Spring 2015) Sample Population Two (2)**  
**(This is the only version of this report.)**

**Process:** The Lime Survey was conducted from April 17 to May 1, 2015. Participants received an invitation and two follow up reminders.

**Total Invitations Sent:** 604

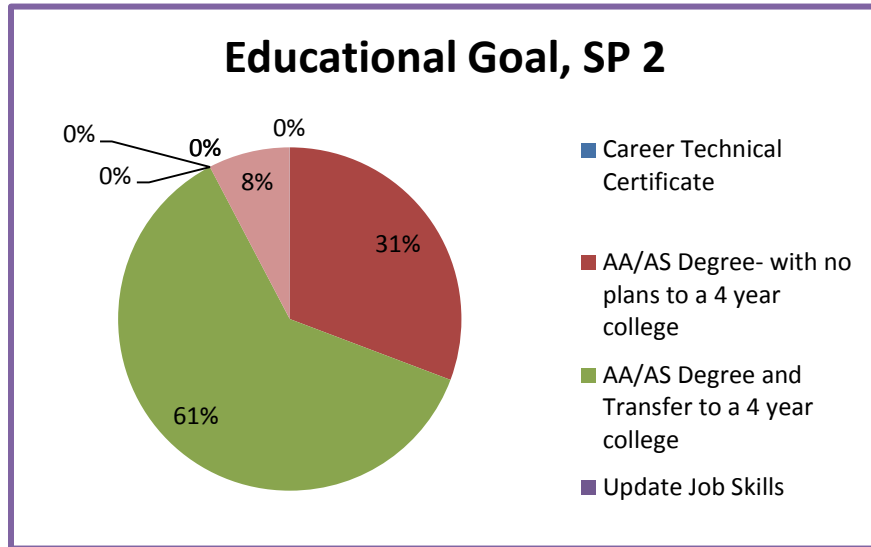
**Surveys Completed:** 13 (8.32% Response)

**Note:** Sample Population Two (2) consisted students who were enrolled in one or more of the following courses: ESL courses (6 levels); reading courses (3 levels); English courses (2 levels); and/or math courses (3 levels) during the Spring 2015 and Fall 2014 and dropped the course(s), but remained enrolled in other courses at SJCC .

The survey consisted of 6 questions. Following are the survey results.

**Responses/Results**

**Question 1: What is your educational goal?**



Educational Goal	Count	Percentage
Career Technical Certificate	0	0%
AA/AS Degree- with no plans to a 4 year college	4	30.71%
AA/AS Degree and Transfer to a 4 year college	8	61.54%
Update Job Skills	0	0%

<b>Improve Communication Skills</b>	<b>0</b>	<b>0%</b>
<b>Personal Interest</b>	<b>0</b>	<b>0%</b>
<b>Undecided</b>	<b>0</b>	<b>0%</b>
<b>Other, No Response Provided</b>	<b>1</b>	<b>7.70%</b>

**Question 2: Please share the reason(s) you stopped taking basic skills (English, English as a Second Language, reading, and/or mathematics) courses at San Jose City College.**

- a. I didn't have time for school. (0 responses)**
- b. I started working full time. (1 response)**  
**Comments:** I am a Dental Assistant.
- c. I am attending another school. (0 response)**
- d. I only needed three or fewer classes to complete my education goal. (1 response)**  
**Comments:** I'm still taking ESL 91.
- e. I had a family or medical emergency. (2 responses)**  
**Comments:**  
 My daughter is an addict and I am left caring for my grandson periodically affecting my class schedule.  
 I had a family problem.
- f. I found the course too difficult. (2 responses)**  
**Comments:**  
 Math is too difficult.  
 I found it too difficult to take with my other courses.
- g. I didn't get the help I needed at SJCC. (1 response)**  
**Comments:**  
 Instructor wasn't helpful.
- h. I had child care problems. (0 response)**
- i. I lost motivation to complete the courses. (1 response)**  
**Comments:** The teacher didn't help me.
- j. Other-Write in any other reasons (2 responses)**  
**Comments:**

Instructor was so in love with her trip to Vietnam that she seems only want to teach Vietnamese students and she was telling us that if we work, that class is not for us or if

we have a family, class is not for us. In general, it was a bad experience with this instructor.

The course time(s) limited the amount of time spent to study and complete the assignments.

**Question 3: Are you enrolled in another college or university?**

**Yes-0**

**No-11 (84.62%)**

**No Responses Provided- 2**

**Question 4: If yes, please name the institution.**

No responses provided.

**Question 5: If yes, what made you decide to take classes at this school?**

No responses provided.

**Question 6: How can SJCC help students be more successful? Please share with us suggestions.**

**Comments:**

It's very hard to find information about different program in schools.

It would be nice if there were a day care on site with reasonable drop in rates.

Have more hours for PLTL to cover more classes.

Be having more helpful people in charge or people that care in their stuff.

I feel like maybe there should be some motivational speakers. Some people lost motivation or have no support.

The math class I was taking and need to complete as part of my general education is a Monday-Wednesday night class. Working full time during the day, one does not have enough time to complete scheduled assignments between Mondays and Wednesdays. If the course was Monday and Thursday, this might be more beneficial.

**Dissemination of Results:**

The survey results were distributed at the BSI May 2015 meeting and discussed at the Summer 2015 BSI Committee Summit Meeting. Deans, faculty representatives from IPCC, Academic Senate, and SSSP Committee were present and shared the survey results at division meetings.

**Actions:**

The Basic Skills Committee will continue with the efforts of creating equal access to basic skills students. The committee discussed possible interventions and activities to assist students who might face similar situations that interfere with their educational goal. The yearly action plan includes and addresses activities that can assist students.

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