EMPOWER STUDENTS TO BE SUCCESSFUL – ACADEMICALLY and EXPERIENTIALLY

1. Second Year Enticements: It's not about enticing 2nd year students to return. It's about providing quality customer service, a quality education and mentoring to ensure that first year students want to return. Success in the first year is key because some of our students have not ever had the chance to succeed at something. This would be a huge confidence booster. Emphasis on the need for students to complete a program and the life benefits like more income, more stability in the workplace that a degree would provide. It's about quality of life not just "finding a job."

2. Second Year students: "Seemed to be different experiences in different programs. Prepping/connecting to the workforce sometimes doesn't happen until second year. Perhaps, some of that info should be woven into the first year experience."

3. Second Year students: students will have completed FYE by the end of the first year

4. Second Year students: "Scholarships Internship opportunities. Applying knowledge Awareness of organizations and resources Awareness of academic offerings."

5. Second Year students: Waterslide in basement

6. Second Year students: - Second year students have built more of a connection in student networks. Students are considering next steps -- transfer planning, career services, graduation, more detailed learning, especially in the technical program area;

7. Second Year students: jobs in the field they were educated in - options for sharing career opportunities and what you can do with a specific degree - on website, brochures, etc.
8. Second Year students: They are more confident. The importance of their academic achievements in their first year (it's NOT like high school). You have to be a self-advocate. The perception that SCC is easy has changed. They've also learned persistence and how to manage their multiple responsibilities. They have learned how not to procrastinate

9. Second Year students: 2nd year students understand the process of registration and financial aid. They are already on track and have experienced work in their major. They understand the resources the college can provide to assist with counseling, tutoring, writing, etc. They are engaged and more self confident and participate more. First year students are overwhelmed with the whole process."

10. Second Year students: They should know what they're doing in their second year, and if they don't they are going to be here more than 2 years. Reality sets in. Classes get harder as time goes on. Tend to think classes will get easier but they don't. They need to be planning for transfer if they're thinking of going to a 4 year college they need to have plans figured out. At least have plans in way for graduation so they know they're taking the right courses so they can graduate on time.

11. Second Year students: second year students are more aware of resources/ work opportunities. make sure they know the construction will end.

12. Second Year students: second figured out the work that needs to be completed. More aware of student organizations More willing to step in an officer position and be involved. Not as fearful to take a chance.

13. Second Year students: Differences between 1st and 2nd year students and program services: They passed. They are seasoned; they know where everything is. Don't have perspective of broader thinking. Add mentor
process; encourage strongly First Year Experience. Can it be built in the orientation process—ie, 2 weeks.

14. Second Year students: More familiar with the college and its resources. Learning about career resources, resume' writing, graduation requirements. Student life organizations, esp. leadership opportunities. Study skills.

15. Second Year students: The light bulb goes on- things start to make sense They get more excited They feel more competent see the reason for the work- connecting the dots know their major Know their teachers"

16. Second Year students: "Maturity level/work habits More routine and goal is seen more clearly in the second year. Closer to achieving their goal. Try to integrate first and second year students in projects - they talk to each other. Support system. Builds confidence and allows for mentoring. Real world experience - internship between year one and two. Students share those experiences and validates what the instructor is doing."

17. Second Year students: In the first year students may not know all the resources that are available because they are struggling getting use to classes, the increased workload, etc. Students have usually built relationships with their peers in the second year. The first year student may not know how important it is to make connections.

18. Second Year students: in the second year the students are more sure of themselves, they know the place and the people

19. Listening is the key. Empower students/give choices when possible. This creates "ownership”

20. Provide honest assessment of a student’s status and help them see the possible future results of different courses of action. Positive encouragement.
21. Help make them feel confident.

22. Help them feel like they want to come back.

23. Help them feel like they can succeed.

24. Provide students with correct information (e.g., the procedure to appeal and get admitted).

25. Help students discover their talents and passions and then connect them in ways that encourage their development, networking, continuing to learn.

26. Know the college's resources and logistics and take the initiative to help the student make those connections.

27. Provide encouragement, the connection with the employer.

28. Help students who lose items.

29. Encourage students to pursue their education and if it be technical or further.

30. Positive interaction communication to assist students in finding a job: Find out which students are looking for work and help them search for a job and let them know about open positions. Help them prepare for an interview and the job and encouraging them to continue studying at the same time (in person or online).

31. Help students complete their degree by finding ways to make previous experience count (courses at another college, pre-existing certifications, etc.)

32. Be helpful. Find out about students and find ways to support their success (even if it is just providing directions to the bathroom).
33. Know your students’ strengths and personalities. Encourage them to stretch and to align with a profession/major that fits their interests and style. (e.g., student’s mother was pushing her towards Nursing school, faculty member saw the kind of independence that would make a good paramedic).

34. Help students understand the bigger system they are in: taxes, required health insurance. Help them learn or connect them with expertise to help them qualify for support, such as Medicaid.

35. Go the extra mile to support a student (help them enroll, pay their application fee, etc.).

36. If you have the time, walk the student to where they need to go. This is an opportunity to make a personal connection, get a little exercise, and make the student feel welcome in the community. Smile.

37. If you suspect a student has substance abuse issues, connect, find out what’s going on and help them get into treatment or connect with someone who can help them.

38. For consistent issues that students need help with, create a "cheat sheet" (e.g., registration). Makes it easy for them and easier for you. Share that cheat sheet with everyone.

39. Be open, flexible and help create opportunities for students even outside of your area. (e.g., 3M was having interviews with Mechatronics students, another student from the AA program stopped by and ended up having an interview, student got an internship with 3M from the interview).

40. Help students be open and honest about their experiences or lack thereof.

41. Help students achieve their goals.
42. Use your professional connections to make an impact on students.

43. Actively seek answers to questions that you don’t know the answer to.

44. Develop your “Psychic ability to see into the future” We have compassion, expertise, and access to resources the student may not have.

45. For students from another culture, be the direct link to American culture. Help them navigate it and understand it; learn about potential cultural conflicts. This is their pursuit of the American dream.

46. Try to think of everything that could keep a student from returning. Not having medical insurance could penalize students on their taxes giving them less money for tuition.

47. Train instructors on process of registration.

48. Screen shots of the registration process.

49. In SBM- train students to be students as well as to improve their business. "Learn how to learn."

50. Students need to feel engaged, know where to go, have the right resources and know who to go to for what.

51. Students need to be more interactive and foster success.

52. Student needs to be organized and have realistic expectations.

53. Students need to believe in themselves (self-efficacy).

54. All college personnel have to communicate to students that they can do it.
55. Students need to know what information or skills do they need to learn? Offer it to them in some early workshops/courses (not just in FYE).

56. Staff and faculty provide comprehensive customer service to students.

57. Students need technology training before school starts.

58. One on one engagement is a big priority.

59. A well-developed orientation system is being offered to all stakeholders when they need it (i.e. before they start work, school), not after they have been on board. Even if this is on an individual basis.

60. Second Year Enticements: Tutors coming to the classrooms to let students know the resources available to them. "field trips" around campus where students can see there the math center, academic support center, their instructor's office and other resources are on campus.

61. Second Year Enticements: if the program is not changed - curriculum and content - students will return to finish. If half way through the program changes the students are confused and don't want to start again. if the degree can be completed in scheduled time it would help. Schedule flexibility would help. Mix of online and face to face classes can be improved.

62. Offer to meet weekly with students who needed it. Improved students scores and understanding.

63. When students call about not making class and wanting to make up, work with them so they can make up the class. For example, in Fire Program a missed class means delayed certification.

64. Acknowledge good work.
65. If students have to make presentations in first year experience and they are nervous give positive feedback as encouragement.

66. Provide flexibility for working with our military member students to meet both academic and service requirements.

67. Encourage non-traditional, older students in your courses. Help them find ways to succeed.

68. In general, have a structure, but understand student needs, priorities, family issues and personal issues (e.g., 1 year anniversary of husband’s death). Instead of making them feel devastated by missing a deadline, let them know that they can turn in assignments later. Add a personal touch if appropriate, be there or provide information for support.

69. If students are concerned they won’t be able to tackle something, personally engage with them to let them know there is help available.

70. Take the time to know if your students have learning difficulties at the outset. Work with them to create a learning environment or learning support that makes their disability irrelevant.

71. Are extra costs for your courses a problem for the students that want to you’re your course? Be creative in helping students find a way to pay those costs.

72. Intentionally make the SCC experience enjoyable, rewarding, a sense of accomplishments, fulfillment, and educational for students and faculty/staff.

73. Create opportunities for a cross between credit and non-credit, demonstrate life-long learning, connect content to life, not just the job.

74. Find different ways to teach the material.
75. Develop tough love and genuine concern about the student's well-being and academic progress.

76. Incorporate things for tactile learners— they need to tinker with something.

77. Provide tutoring in the evening.

78. Students keep asking for help in the library, provide it.

79. Offer online classes that allow working students to continue their studies.

80. Create a feeling of passion and connection with the future they are hoping for and the classes they are taking.

81. Technical faculty introduce other area instructors and explain how these classes tie in with their area. Coordinate LAS schedules with technical schedules.

82. Teach first year experience requirement—require students to meet with an advisor as a graded assignment. Students have reported that this has helped them greatly. In Faribault for the nursing department, the door is usually shut.

83. Look at class policies and consider putting obstacles in front of students that are necessary....be conscious of the students since we are dealing with students who are having more obstacles in completing their education.

84. Make sure students are able to contact their instructors or find answers to questions....maybe have 1 person a week dedicated to do these things.

85. Emphasize to students that guidelines and rules exist and we cannot easily make allowances.

86. Promote the tutoring to retain students and keep them from dropping the course to retake the next semester.
87. A thing we could do is to try to ask about something outside of school--show that we care about their lives outside of our specific role.

88. Students need to have academic success.

89. Students need to have a formal first year student orientation. We'd like to see a mini-orientation throughout the year, seeing as they need to get help ALL through the year.

90. Students need to contact instructors when absent.

91. Students need successful orientation and mentoring.

92. Students need to have the expectation that they will finish their programs successfully. Remove the "maybe" from the equation.

93. Tech programs have the mentor-mentee relationship whereas the traditional comprehensive programs have lecture-listener that may have a mentor-type of relationship develop.

94. Students need to know the importance of completing a program that leads to a job or to a 4 year institution enrollment - visiting colleges and are connected with those colleges that feel like a community and there are lots of opportunities for student / educator connections.

95. The online learning environment has been enhanced and is more user-friendly.

96. Classes are presented in a way that it addresses communities outside of southern MN.

97. Second Year students: On AA side, we could do better at assisting them with the transfer process to a 4-year school; allowing students to get what they
need without obtaining a second degree; first year student may not be as 'plugged in' to faculty, staff, where to go for help, etc. Opportunities, internships, first year students often bite off more than they can chew, given their individual situation. We need to give student realistic expectations about programs, timing, get away from "2 year" language and go to "First Year" and "Last Year" and "AA" rather than focus on set time length.

98. Second Year Enticements: A diploma. Good advising so they have a plan and someone checking in with the student. No bribing, make sure they are on track the first year so they are prepared for the second year. If they have a successful first year they will be more likely to return the second year.

99. Advising - information (e.g., kiosk) - MECHANTRONICS just volunteered to make the yellow brick road (see dave ewel)

100. Mentoring programs, more staff training in all things.

101. Online student mentoring.

102. Individualized and intrusive support for students. Program advisors have all of the necessary training and have incorporated time into schedules to allow for advising and one-on-one interaction with all students. More interaction between faculty and advisors about the students' successes and struggles.

103. There are more advisors, and face to face contact has become more important.

104. Advisors meet with students within the first week or two of class to have a more mentoring relationship....mandatory meetings with advisors to hold students more accountable

105. Advising checklist to talk about specific areas to address (e.g., math help)
106. Additional resources are provided to students regarding advising (faculty and advisors in the Student Affairs Center) and career and mental health counseling.

107. More advisors

108. Students don't feel like their alone. Lots of faculty advisers.

109. Advisor training -- how to be a mentor

110. We have some kind of ambassador/mentoring between second and first year students.

111. Advising--admissions--explaining how college works.

112. More proactive advising where faculty and staff really get to know the students both educationally and personally and can connect them to resources on and off campus when needed.

113. Help students in the ASC. Sometimes they are referred. Sometimes they wander in.

114. We need more advisors.

115. We need better preparation for faculty who advise.

116. Half day to help them enroll (in a computer lab) Use DARS

117. Advising is important - be in contact with the student frequently (both faculty and staff depending on their degree program and/or need).
118. To help them register and choose classes in more formal way. Call them personally if we see they haven't signed up for the classes they're supposed to have.

119. Inform the student of support that is available here, like the Academic Support Center and Counseling services.

120. Restore and increase advising staff to have more direction.

121. Refer students to seek help in the correct and proper areas.

122. More student advisers to assist in registration.

123. More academic advisers in general.

124. Students need a good assessment for placement and career- take classes in right order.

125. Students need to know their advisor and faculty.

126. We need more advisors and we need to make sure students are connected to them- advisors need to help retain and they are focused on recruiting.

127. Students need more help with transferring in and out- proper advising for this 2 plus 2 agreements seamless- we need more of this. Transfer agreements.

128. Students need engagement, goal-setting

129. Students need to be actively involved in their education
130. Students need to take some of their responsibility for their education, engagement, needs good perspectives on how to get them in the right direction.

131. Advising is especially important during the first year - knowing the difference between all the degree and course options.

132. Students need guidance, advising, holding students responsible.

133. Students need us to remove obstacles to allow students to succeed.

134. We need to remind students of the importance of homework, studying, and attendance.

135. More advisors and advisement enjoy being here on all levels advising- need more advising and more structure.
CREATE A REAL SENSE OF COMMUNITY

1. Second Year Enticements: second year students are developing relationships and connections with other program majors and educators and valuing each others strengths and sharing opportunities

2. Second Year students: Sense of belonging, a comfort with the school, the second year student should be making concrete plans for what comes next. A second year student feels more of a sense of accomplishment at seeing the light at the end of the tunnel.

3. We need to create a warm atmosphere that nurtures relationships and connections for the students. A welcoming environment encourages students to participate and excel.

4. The student needs to feel part of the college community, connect with instructors, other students, activities that encourage open engagement and participation not tied to a specific group but just college activities

5. Students need relationships: student-faculty, student-student, student-staff.

6. Students, faculty and staff need to like being here at all levels.

7. Be genuinely interested in the student’s growth academically and socially in a college setting.

8. The atmosphere is warm and inviting. Interactions with students and faculty and staff are positive and students know what to expect.

9. Offer student the opportunity to contact us directly if they feel uncomfortable sharing with someone else at the school.
10. Friendly faces. Feeling of familiarity. Feeling of engagement or belonging. Getting to know people's names. We know we have impacted students because they tell us. We know we have made an impact because they return to us for related or even unrelated questions.

11. Create a comfort level with SCC, familiarity with the faculty, then focus on specific educational needs.

12. Have a positive, approachable attitude.


14. Every person at this college should try to have personal connections to students. Those small connections add up and make feel students feel valued. Customer service pays off.

15. The friendliness of faculty and staff made me stay here.

16. Make sure students have a personal experience with the college, one-on-one, so that they know someone cares.

17. Students need to know we care. If they get that form one or two faculty/staff on campus, they will stay.

18. Welcome students back. "It's good to see you back."

19. Create relationships with the student that can relate to - personality, encouragement that they can do, build their self-esteem/self-efficacy, demonstrate that we care

20. Intentionally make engagement with students positive.

21. Open the door, smile, be approachable, open and inviting, personable.
22. Have conversations with students that help you get to know them well enough that you can advise and encourage them in the direction of their passions, strengths, talents, and dreams.

23. If you know a student with high anxiety have her meet with a trusted faculty member to help and calm her anxiety.

24. Reach out and connect with students/learners who appear unconnected (lost, sad, isolated, fearful). Ask helpful questions and listen to surface what’s present for the student. Be a sounding board. Share your own relevant experience and make relevant suggestions (e.g., fill out paper work and meet with Student Affairs and counselor).

25. Know students personally and share the positives about the student with their family members whenever possible.

26. Reinforce positive feelings about helping students.

27. Star session - helps students feel more comfortable. This way they know at least one person in SCC- somebody they talked to.

28. Be helpful: If a student looks like they have a question or looks like they are lost, take the time to connect and point them in a positive direction. This applies to any student. Feeling lost means feeling outside of the community.

29. Talk frequently with work study students who share things about themselves including information about their personal lives.

30. Know who the students are (e.g., ex-soccer players seen in hall) and greet them when you see them....these little things often help students feel a part of school.
31. When you know students are having severe financial difficulties and/or problems with daycare for children provide flexibility for exams and classroom activities, offer help outside of class. Find ways to help them make it through the class.

32. Smile, connect, make this a community of caring.

33. Be alert: Student may come in with what seems to be a simple question but is much more. Take time to surface the broader reasons, purposes and dreams of students so guidance more accurately serves them. The added benefit: they feel heard, seen and understood.

34. Be dedicated to students.

35. Expand your capacity to connect with and handle awkward and emotionally charged situations.

36. Students don't seem to have anyone else but faculty to go to- no one in their life to assist them.

37. We are teaching life skills and giving hugs.

38. Show concern. For example, travelling in winter was of concern this year. Faculty asked them to email when they made it home.

39. Treat each student as an individual, one on one, realize that they might not have other support systems, so you could potentially impact their entire academic experience and/or life.

40. Ensure students have a high level of access to faculty and staff and that it feels safe to approach faculty and staff.
41. Student engagement, bring food, create social environment, know them as individuals not just students, numbers, graduates.

42. You always have to be careful what you say; one little word could impact a student so profoundly.

43. Draw from your own experience and share it with students. You've been where they are. Sometimes it takes Tough love. Sometimes just someone to listen

44. Remember your own experience. Many of our faculty and staff can relate to our students because we have had similar life experiences. We have dealt with the same issues and problems in our lives that students are now dealing with.

45. We are small enough that we work collaboratively

46. Be available, time and life experiences, know what to say, provide empathy, listening, caring attitude, sounding board.

47. Just be real, understand

48. We need to develop a “service background”: Positive attitude. Interpersonal skills. Smile to decrease stress. A feeling of approachability. Role model. Professional communication.

49. Have a positive attitude; a listening ear; correct information; sense of humor.


51. Make time.

52. Be informative yet very caring demeanor so that students feel validated and assisted. Students need to feel that SCC cares.
53. Take the time to provide what could be a life changing experience.

54. Talk with the student outside of class to learn about the challenges they are facing. (E.g., one student had traumatic experiences as a veteran and was going through a difficult divorce).

55. Engage students in conversation as you walk with them to the classroom. Provide knowledge about the college, reassure them that getting lost is okay. Give them time to relax and not feel stressed about getting to the class.

56. Student Life is much more active, doors are always open, signs on the doors. Creating a good environment on both campuses

57. Students believe faculty and staff have a personal interest in their success.

58. Regularly scheduled visits help create and maintain that relationship.

59. There is a difference between pointing and showing. This applies to paperwork and giving directions. Take the extra time for the student/customer who is the real reason we have our jobs and give them positive interaction.

60. Students need connections on campus.

61. Students need us to smile at them, build relationships.

62. Have a directory of employees with photos so college resources are easy to identify and easy for students to make a connection with staff at the college

63. Students need to not feel like they are a number.

64. Relationships are better, stronger and faster.
65. Open, personal, accessible.

66. We see groups of people, not singles.

67. The school is welcoming and gives the personal touch to all students.

68. Students feel like SCC is the right fit for them--individualized--a great entry into higher education.

69. Good relationships exist, more directed at the lesser-served areas of the college.

70. We have more personal and respectful relationships.

71. A collaborative environment where students, staff, and faculty work together.

72. A customer-service oriented atmosphere."

73. Everyone is smiling and helping each other.

74. Second Year Enticements: Adding sports to the college - whether intramural or collegiate - would provide another opportunity to interact, build relationships, and become active and involved.

75. Second Year Enticements: Get them involved in something beyond the basic classroom experience (attend events, participate in a club, increase interaction with instructors, study groups). Internships, on the job experience, hands-on experience in the field. Scholarships."

76. We embody the word "community college."
77.Keynote Speakers coupled with what this person/information means for your career.

78.A more trusting environment, people are actually spending more time on campus and have immediate access to more services they need.

79.SCC has a better atmosphere with student engagement and activities. Students just don't come to class and go home right away.

80.People are going to the events that we are holding.

81.Welcoming space to connect and hang out- for students and faculty

82.Outside events with students, field trips, etc. to foster diversity, engagement.

83.Student clubs are important so that people feel like they have a home base.

84.Food seems important in connecting.

85.Host weekly meetings w/ faculty so students understand we really do care.

86.Provide more ways to connect- pot lucks, etc.

87.Bring students together to get to know each others. Make it easier to be engaged here. Meet with students once a semester or every six weeks. Touch base.

88.More social opportunities. We have to make these convenient, because we're a commuting school.

89.Students need to feel like they are welcomed and belong in the community.

90.We build strong sense of community.
91. Some older students want nothing to do with student life - they just want to go to class and go home. Younger students want to hang around with their peers. Space for Student Life is needed.

92. Maybe a drop in center, staffed by students who can answer questions. It's important that all of this is part of a program (like within agri-business...).

93. Inclusive, lots of engagement with student activities, lots of advising available, helpful and friendly faculty/staff. Faculty and staff understand who the students are and what they face.

94. The students feel a part of the SCC community and feel empowered to continue on in their field of study. They also have nurtured a sense of community amongst themselves and feel empowered to have a personal impact on their education and the education of those they go to college with.

95. Faculty and staff are engaged with the students in an inviting environment that encourages students to interact and learn not only from the classes they are taking, but also gaining personal growth with life experiences.

96. Create a physical "common area" for students to congregate, relax, study.

97. Sense of community is enhanced by making students aware of clubs and organizations on campus so that they can connect with peers, faculty and staff outside the classroom.

98. More faculty and staff present in the hallway...having a presence at the school in general. This may mean some positions should be filled so that employees have the capacity to take the time to build community (not overloaded with daily work). Instructors interact with students to build that community, create positive experiences or communities within programs or departments.
99. More social and all-inclusive.

100. Open, busy, not confusing.

101. There's a lot of information that's shared. People want to come back. There are more opportunities for interactions with people outside of class.

102. Our community grows, by word of mouth.

103. Staff and students eat lunch together and chat outside of class.

104. Places to gather on both campuses--especially needed in Faribault. A coffee shop or something. No place to congregate or no lounge area right now.

105. More social gatherings for students and staff

106. Second Year Enticements: Some programs certificates roles right into the degree. Students moving out of area, let them know they can take this anywhere, so they can continue on and graduate. Need advising within each program so students are aware of how to complete the plan. Emails are sent with recommendations on what classes should be taken to complete the degree, student has some direction therefore a more comfort level on the direction they are going.

107. Second Year Enticements: Scholarships targeted toward 2nd year students and geared toward certain program/career fields.

108. Second Year Enticements: Paid internships or experiences in the field. Interactive experiences between first and second year students to boost the confidence of first year students. Incentive in first year grade point averages would enable students to qualify for higher scholarships.
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111. **Second Year Enticements: A scholarship to help with returning students.**

112. **Second Year Enticements: more interaction with students and potential employers.** Hold job fairs in conference center area to allow for more interaction. Job site tours. Summer internships. More student life events.

113. **Second Year Enticements: financial incentives for second year** - scholarship for second year students - second year for specific GPAs (e.g., have a certain GPA, then you get $200) - help with textbooks for both years

114. **Second Year Enticements: There are financial benefits to returning.**

115. **Second Year Enticements: Interviewing skills.** Job placement activities. PERSONAL THAT DO ONLY ACADEMIC ADVISING."
PEER SUPPORT - STUDENT-TO-STEMENT

1. Second Year Enticements: 2nd year students mentoring and sharing experiences with freshmen

2. Second Year Enticements: Coordinator for assisting with 2nd Year Experience students need


4. Second Year Enticements: Try to provide more support groups for first year students. Maybe have a mentoring group of 2nd year students that can help 1st year students.

5. Second Year Enticements: "2nd year student should mentor 1st year student FBM - group mentoring (faculty, grandfather, son, grandson) employment opportunities building better relationships with industry to ensure student obtains a job after school

6. Second Year students: Second year students might have more of a "support group" with the other classmates that they have been attending courses with.

7. Create student-to-student cohorts for things that do not need the instructor. Students need the opportunity to develop a cohort, learning community, connections, etc. with other students. This could be through a departmental meeting/student orientation, first year experience course, service learning opportunity, social, etc. for them to meet each other and their faculty and form a bond.

8. Students need to have the opportunity to connect with other students (commons area, academic support, student clubs, etc.).

9. Opportunities for student to build relationships for other students.
10. Have students work collaboratively in class so that they can get to know one another, form relationships with one another because they seem to listen to peers more than anyone else.

11. Students form a cohort that gives them support in their interest areas. They feel they can approach faculty and staff with questions at any time.


13. Keep them bounded together as a group, keep unity...working together. Skills USA, Deca, VPA perfect for building in the community.

14. Online students, create discussion questions...create outside research on topic and respond to two other students, any student respond to second posting, it gets to be an engaged discussion. Develop relationships even though they are online students. Really good discussions come out of this, build relationships. Students remember others from the discussions.

15. Student Inventory to make it easier to meet student needs.
COMMUNICATION

1. Second Year students: Job placement services. Student faculty replacement. Student clubs and activities. Better advertisement of activities, less cluttered. Internships, job shadowing.

2. Second Year students: "Youtube videos about topics from the Ask Anyone campaign. Videos are on D2L Topics--how do I register for a class How do I get a transcript?"

3. Second Year students: Secure a customer management system where students could post questions in a chat format and have access to previously asked questions. Second year students have more knowledge of the school and are doing upper level coursework. They know their routines. They are honing in on what they want to do. Often people leave because they are sick of taking generals. Second year students are familiar with D2L and know how to check their grades, etc., and understand the repercussions of failing. Second year students know what to ask."

4. Better website to make access easier for anytime of questions - improve user-friendliness- access to information when we enter a doorway....kiosk

5. Improve directory: student & faculty facebook with contact info and picture with categories - maps to offices and classrooms

6. RE-NUMBER ROOMS - improve signage"

7. There's more self-service readily available to them.

8. There are more places to drop in and ask questions.

9. There are more signs pointing to where to go to find out what you need.
10. More info online about registration events. online registration.

11. Pass along registration information to all faculty, staff, students, and community.

12. More mobile-friendly

13. Ring all student services so available person can pick up.

14. Student-staffed kiosk: includes academic, college, and community resources.

15. Maybe combine with the receptionist as first point of contact on the phone and in the front of the building. Information desk.

16. Advanced technology allows for faster readily available technology that is easier to find.


18. Phone system that works and meet our needs. A real person.

19. Answers are consistent.

20. Easier to find information on the website.

21. CBI more clearly identifiable on website.

22. Directory information complete, easy to find and useful.

23. Better structure to the phone tree in student affairs. We’re in social media, but always changing.
24. We’re on the cutting edge of social media marketing and program targeted to those interested in the information.

25. Access to information has changed by making sure students who don't have computer skills are still able to succeed.


27. Renumber all rooms to make directions easier.

28. Consolidate offices for "one stop" shopping for services.

29. Access to information: email, human interaction, central info clearinghouse, Social Media usage

30. Intentionally promote understanding of all faculty and staff, areas of the college, engagement will be enhanced if done deliberately, cannot count on it to just 'happen.'

31. Establish the idea that everyone can learn from everyone else. Encourage the sharing of this information. Reinforce and reward the sharing of information from all levels of the organization.

32. We follow up on the work we begin. We continue the process and see it to the end. AI conversations at all levels- we swore allegiance to AI

33. A willingness to communicate, students not afraid to take the risk of inquiring and not be afraid - comfort level for student.

34. More honest and open communication. Accepting and service-oriented. "Not all about me"
35. Talk about graduation even the first year. Keep on it, so it is in their head...I will graduate.

36. Make even more of an effort to know more about other services available.

37. Better communication - Need more preparation as we go throughout the second year. Would build a better relationship.

38. Departmental interactions could be more streamlined

39. Make the phone system more user friendly

40. More information about new programs - will they be supported next year? on both campuses?

41. Better marketing of services the school as a whole, not just the TRIO area (job search, housing, childcare)

42. Listen to what students have to say

43. Communication between staff and faculty is important is very important, so each know what the other is doing towards student engagement

44. Continue the "Ask Anyone" approach...anyone should be able to answer questions or pass along information to the appropriate people to help students. e.g., if a staff person knows of an internship or job opportunity, pass it along to the Career Office or the appropriate faculty advisor.

45. Maintain a constant communication with students.

46. A decent phone system would be most helpful in fostering communication; good customer service training
47. Clear, concise communication to students so they aren't inundated with emails but understand what their options are.

48. Room numbers that are in order so students (and employees) can find their rooms.

49. New faculty should receive a basic orientation prior to starting as well as fully understand what information new students are being given so that they can help them when needed. For example, one faculty had a student who didn't know how to use D2L or that she should be using her school email. This faculty was unaware of what type of training/orientation the student had already received.

50. Encourage use of student email even after graduation

51. Front desk receptionist and someone who actually answers the phone

52. Positive energy, open communication, approachable, integrity, honesty,

53. All three stakeholders are working together - complete synergy.

54. Good communication between all levels of stakeholders.

55. More open communication.

56. Great web site we capitalize on all news stories that should be on web site.

57. Everyone has access to communication. Good use of the TV screens in campus

58. Photos of all employees and what they do at the college"

59. We need an updated and current website. We have old stuff on our site. We should rotate new pictures often.
60. We embrace social media - students relay on the Internet. Facebook pages needed for menus, organizations and events.

61. More transparent, better interactive website, well marketed, social media

62. RightNow provides a plethora of resources or information for those who need information but don't want to call in. It's an online resource where chatting, tutorials, FAQs can be offered among other options.

63. There is more self-service and more current information on our website.

64. RightNow - a customer service software system - is being used across the college.

65. An accurate online directory that tells the public and students where they can find the people they need."

66. Having a "live" person answer the phone.

67. Improved and more intrusive advising technology. Improved website especially for mobile application.

68. Events -- implement calendar system to make awareness -

69. Forms electronic and on website in order that is easily accessible (get Tom Kammer in to fix this)

70. More use of social media (with their phones).

71. Also, we should be taking the time to inform each other.

72. Change music on radio.
73. The theme song on radio and phone hold music has changed.

74. Direct communication with employers and finding their needs.

75. Having a person who greets you when you walk through the door or a welcoming presence or signage in the main hallway so that people know where they are.

76. More electronic and easily accessible information.
CURRICULUM & NEW PROGRAMMING

1. Making learning community larger; take opportunities with service clubs, other organizations;

2. It is made available to ESL communities in ways that reaches out to them. It goes out to where people are in the community.

3. A program for the Somali community once a week.

4. Open back up the carpentry program on the FBLT campus

5. Nurses: Personal training certificate?


7. Future Vision: We started out as a technical college, then added Liberal Arts and now we are moving toward more technical education again.

8. More information literacy skills in all classes.


10. Wind generator maintenance and repair. masseuse classes

11. Summer course offerings are robust.

12. A face to face keyboarding class is offered. SCC is now offering a "Software for Dummies". More foreign language classes to take.

13. More online programs, custom training, and specialized programing.
14. Education not tied to the calendar. Students enroll in courses whenever they want and then work through modules at their own pace (competency-based coursework). "

15. Flexibility in registration dates and times.

16. Weekend college? more night classes.

17. Curriculum that allows students to step in step out, more curriculum offerings due to AMP

18. Manufacturing programs specific to the area and employment possibilities.

19. Students are connected to their programs and educational needs through F2F and online advising from Student Services and faculty.

20. They are also involved in the future through various continuing educational offerings at SCC


22. Some initiative for students outside AA programs for FYE, Student Success Day, Global Conference, etc. in the Mechatronix, Ag, etc. Need additional faculty/staff, coordination.

23. Brainstorming ideas: robotics, vet tech, expanding on fitness center (showers), more social space for students, more student activities, student housing, sports teams
MISCELLANEOUS

1. Staff and faculty are empowered to work together. We train and team build to understand faculty needs and staff job descriptions so that we know who to go to for the things we need. Everyone is a contributor to this model to increase loyalty to each other and SCC and create an environment where everyone is a "go to" person not just one person you know will assist you.

2. People who have responsibility have the authority to make things happen.

3. School could open up the school to make more accessible to working students, e.g., weekends and evenings...including student access to labs or library...these need support with a monitor and finances.

4. We need to be more accessible to new students.

5. Daycare for students that have this type of need

6. Cost-effective food for use of area to promote community...sense of community commons area

7. Should FYE class have snack provided for first day? Popcorn in student life in Faribault is very popular- not only for FYE

8. Think outside the box with students.

9. Experience happiness when students succeed.

10. Break up boredom- make connections.

11. There are also students who live here- from doors open to doors closed. It changes people.
12. An acute awareness of cultural need and meeting their needs

13. Be even more collaborative.

14. Fewer adjunct and more FT faculty

15. Faculty develop relationships with other programs - TRIO, Disability, C. readiness, etc.

16. Understand roles and available services.
17. Better food in café

18. We have a process in place for reentry for student who stop-out.

19. We have to stop having the same conversation and going no where.

20. Have a certain amount of services available on nights and weekends.
   Everything at the school is closed, and students don't have access to the Bookstore, Financial Aid, Admissions after hours. These days a lot of students are non-traditional and a lot are doing online and night classes.

22. Expectation of excellence.

23. Continue to support our student groups.

24. National recognition as long as it's .................

25. Students are working in the community and referring others to go to SCC for the same educational experience.

26. Service-oriented
27. Technology changes.


29. ALL classes from any MnSCU institution should transfer to any other MnSCU institution.

30. Allow a wider access to DARS report for all faculty and/or staff. Speed up the classroom computer start up time.

31. No center for computer help on the Faribault campus--this would help with student engagement--and they need this for online courses, etc.

32. Where is the Faribault help desk?

33. So in a perfect world, services would be equal between both campuses. When Dr. Parker came on board, she said that whatever North Mankato had, Faribault would have. Where is it? Having equal services would enhance the sense of community.