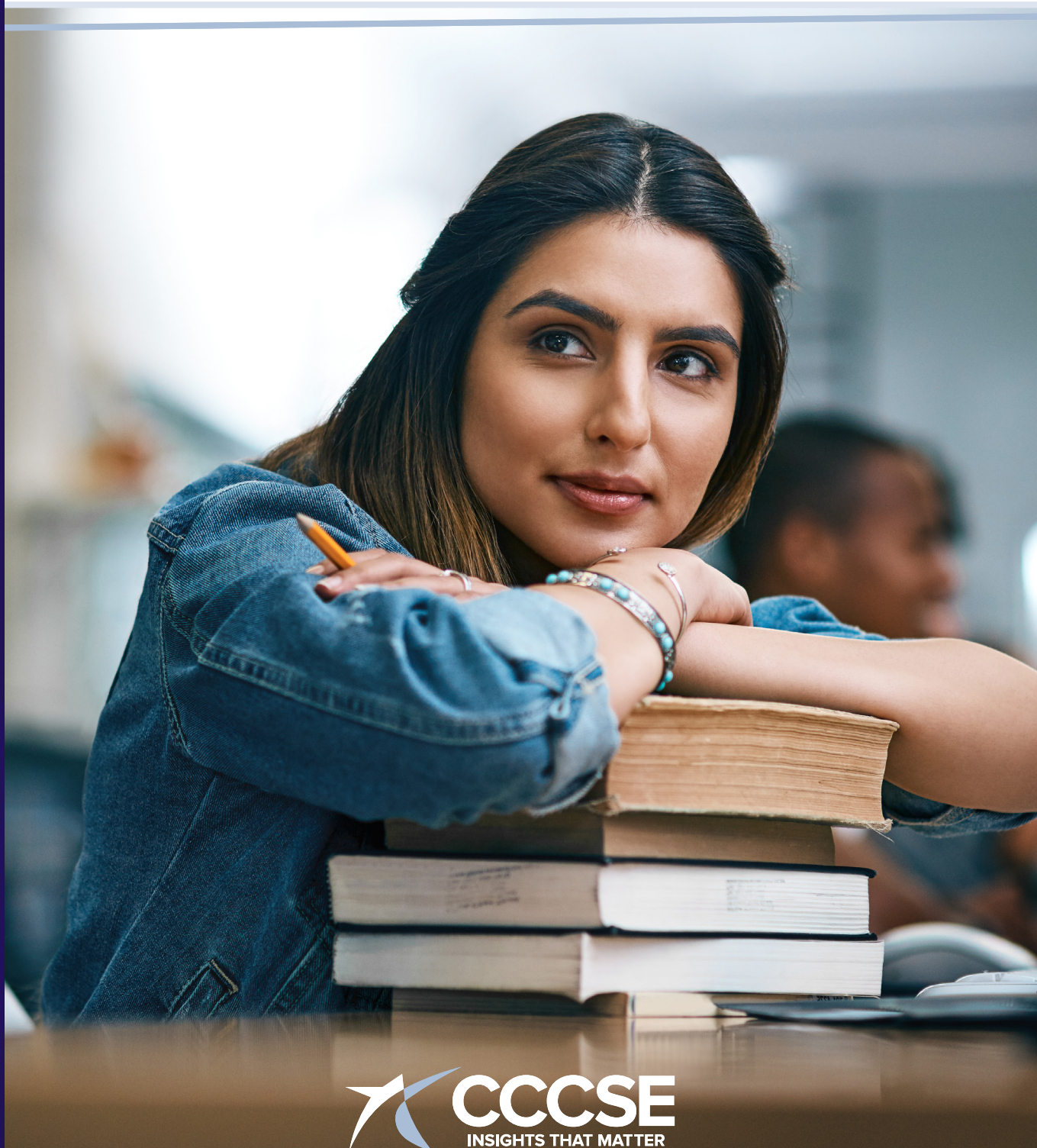


# Listen to Me

Community College Students  
Tell Us What Helps Them Persist



# QUESTIONS FOR CONSIDERATION

There is no one person at any college who can take on the task of ensuring student retention. It is an institution-wide job. The following questions can be used to spark conversations among the entire college community about how well the needs of students are being met—and what might be done differently so that more of them can make their dreams a reality.

- ▶ What can we do to make students feel more welcome?
- ▶ What can we do to build relationships with new students quickly?
- ▶ Do we assign someone to serve as a primary contact for each new student each term (e.g., another student, advisor, success coach, mentor, etc.)?
- ▶ How might entry processes be redesigned to address student concerns about confusing information and impersonal contact?
- ▶ Which students absolutely must participate in orientation? Are those students participating? If not, what is standing in the way?
- ▶ Is there information we should be including in our orientation program that is not currently included?
- ▶ How can we help students better understand the registration process?
- ▶ Do our intake processes include a system for identifying the types and level of academic and nonacademic supports each student will need to successfully complete college-level gateway courses within the first year?
- ▶ What is standing between students and the advising they need (to ensure they have a goal and a complete program plan, are enrolled in appropriate classes, etc.)? What can we do to remove these barriers?
- ▶ How are advisors monitoring student progress? How often do they talk with students about their progress?
- ▶ In what ways is our college designed to serve students who work full time or more?
- ▶ Do our students know where to turn if they need mental health services, either at our college or through partners in the community?
- ▶ How do we encourage and train advisors and other staff members to talk with students about balancing work and school?
- ▶ Does every student who enrolls in our college attend a student success course? Should they?
- ▶ Are we requiring practices that help students build key skills and develop strong academic habits (e.g., study groups and collaborating with other students)?
- ▶ Are we requiring students who could benefit from tutoring and other supports to use those supports?
- ▶ Do we share information with students about available supports throughout the academic year or just at the beginning of the academic year?
- ▶ How do we talk to students about success and failure? How do we teach them to process failure and move toward success?
- ▶ What can we do to better engage students when they are in class—and how can we use the classroom to inspire or require engagement elsewhere (e.g., the use of support services)?
- ▶ Are we encouraging faculty to use asset-based teaching approaches that leverage students' strengths?
- ▶ Are we helping faculty integrate active and applied learning experiences into their courses?



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