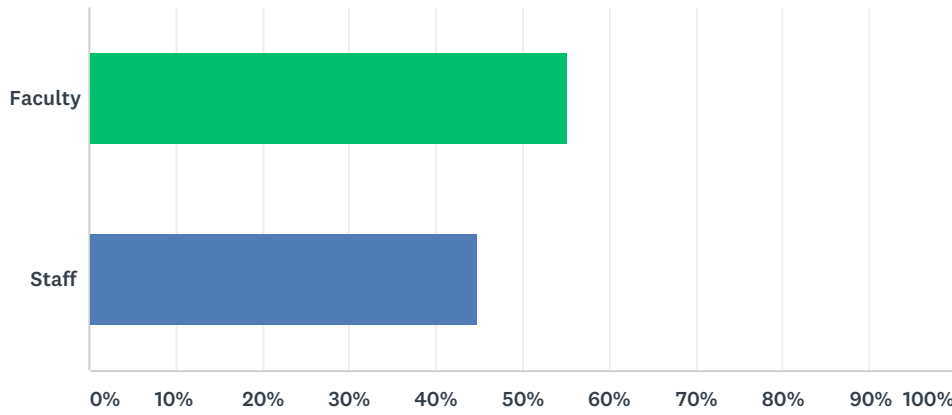


Q1 What is your role at MXCC?

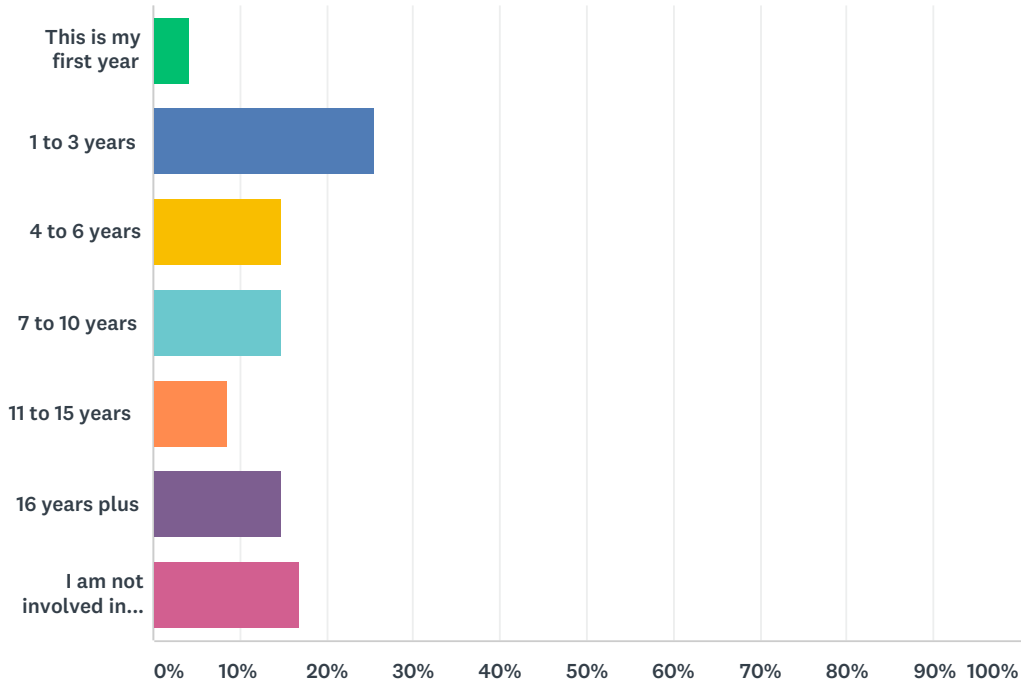
Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Faculty	55.32%	26
Staff	44.68%	21
TOTAL		47

Q2 How long have you been involved in Academic Advising?

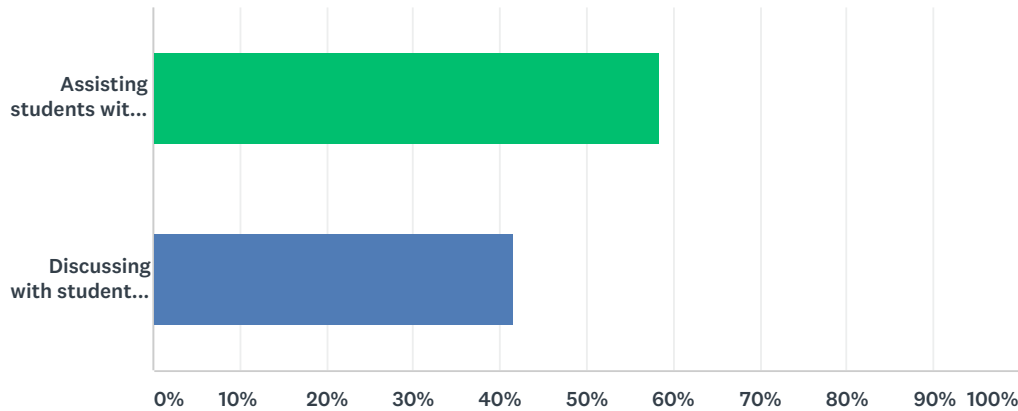
Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
This is my first year	4.26%	2
1 to 3 years	25.53%	12
4 to 6 years	14.89%	7
7 to 10 years	14.89%	7
11 to 15 years	8.51%	4
16 years plus	14.89%	7
I am not involved in Academic Advising	17.02%	8
TOTAL		47

Q3 As an Academic Advisor, do you feel you spend more of your time:

Answered: 36 Skipped: 11



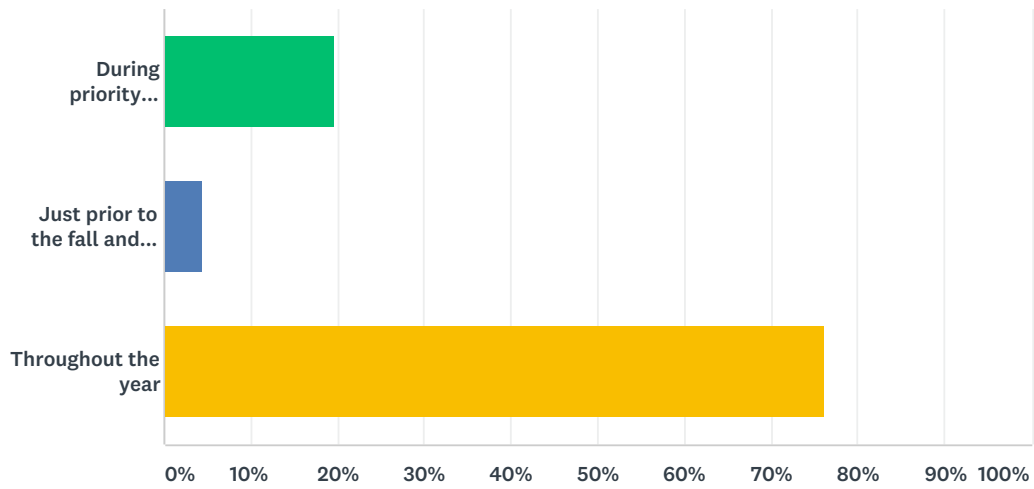
ANSWER CHOICES	RESPONSES
Assisting students with course selection prior to registering	58.33% 21
Discussing with students their short/long term goals, career plans, transfer plans, concerns about college, transportation, financing college, etc.	41.67% 15
TOTAL	36

#	OTHER (PLEASE SPECIFY)	DATE
1	I would say this is true because I primarily advise students that I work with, not when they initially register at MxCC.	11/29/2017 10:38 AM
2	As a program coordinator, my primary role is program-specific advising	11/29/2017 10:05 AM
3	Limited advising with students.	11/28/2017 5:08 PM
4	Mental health concerns	11/28/2017 3:54 PM
5	I would say that it is equal time for both.	11/27/2017 6:09 PM
6	I assist/help Dr. Gargamelli as needed.	11/27/2017 3:48 PM
7	Academic advising is clearly a priority, and it certainly involves more than course selection and registration. I teach a full course load and do A/R. Various committee work doesn't always count as A/R, which is fine. Course planning, assessment review, correction, outreach to students, etc., consume more time than most realize or even respect on campus. As it is structured, to do quality advising (30+ minutes of discussion beyond course selection) is vary challenging to fit into a week when faculty have many other activities. To place advising as a priority in a faculty member's work week, the many other activities need to go.	11/26/2017 2:23 PM
8	Not an academic advisor	11/26/2017 11:36 AM
9	This is what most students want. In the time I spend with the student I do ask about their goals, where they want to transfer to if appropriate, other concerns they have. Financing college and transportation are not areas I feel comfortable with advising. More information should be provided in one place to help students if they have this question. Even a quick reference sheet could be provided about the steps students should take. Simple like how much does it cost? How do they register if they are in ENG 096 when they have not finished the course yet and want to register for ENG 101? etc.	11/24/2017 6:03 PM
10	While I am technically an academic "scheduler", I don't see how these two items can be separated. To adequately assist a student with scheduling, you must ask questions about their goals, education plans, transportation issues, work/life balance, etc!	11/21/2017 5:33 PM

11	It depends on where the student is in the program. If they are close to graduation then it is the opposite.	11/21/2017 5:18 PM
12	only as students sometimes ask for ideas or help; i am not an advisor. at midterm, i routinely tell students who their advisor of record (per Banner) is.	11/21/2017 4:30 PM
13	I spend a lot of time doing both. The length of time depends where they are on the continuum in selecting a major or the transfer institution.	11/21/2017 2:38 PM

Q4 During what time of year should academic advising ideally take place?

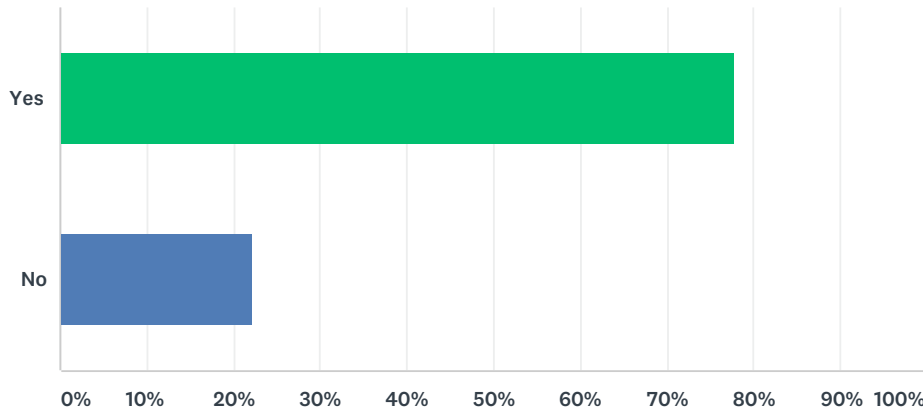
Answered: 46 Skipped: 1



ANSWER CHOICES	RESPONSES	
During priority advising month	19.57%	9
Just prior to the fall and spring semesters	4.35%	2
Throughout the year	76.09%	35
TOTAL		46

Q5 If advisor training was NOT mandatory, would you participate?

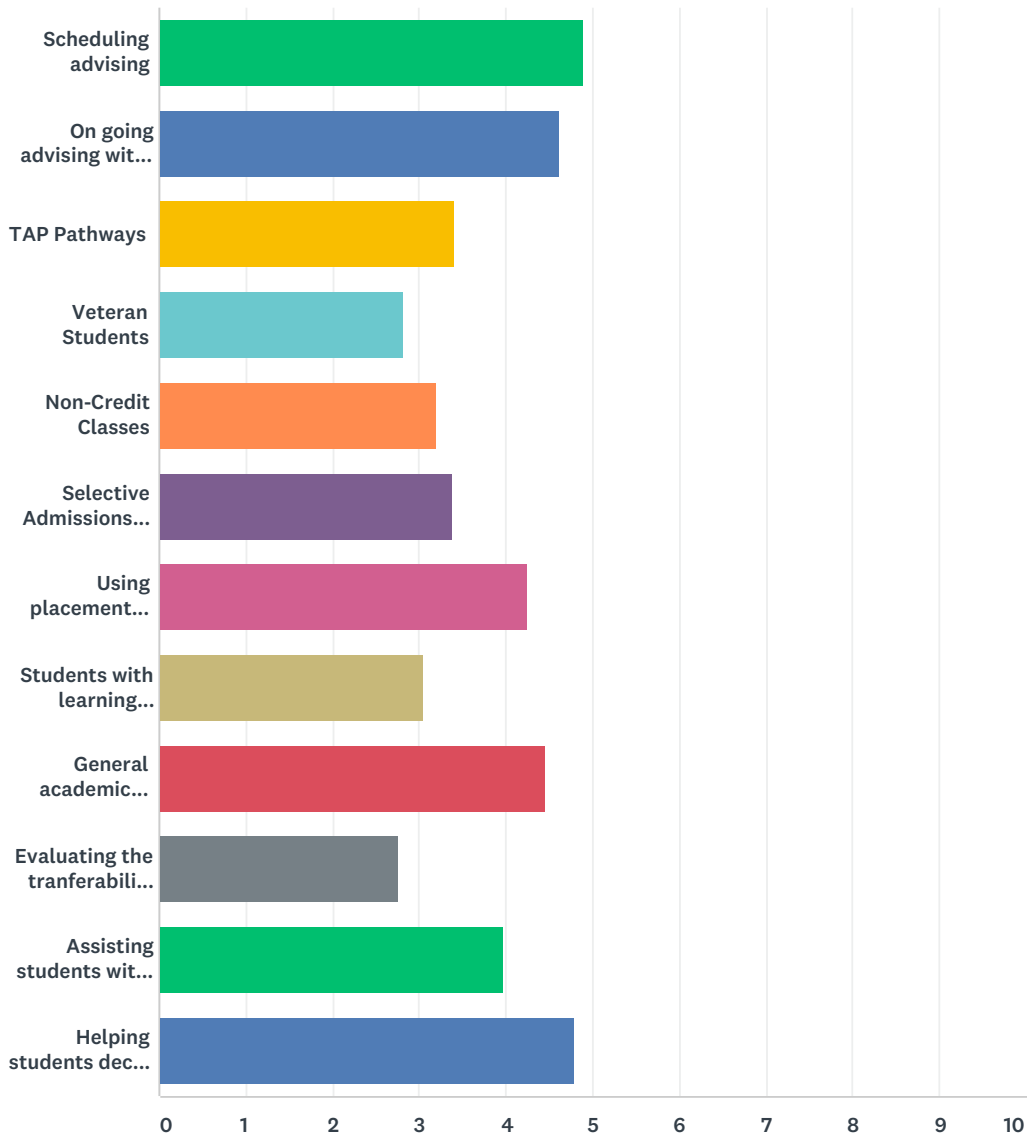
Answered: 45 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	77.78%	35
No	22.22%	10
TOTAL		45

Q6 Please rate your level of confidence in advising students in the following areas, with 6 being very confident and 1 being not confident at all.

Answered: 44 Skipped: 3

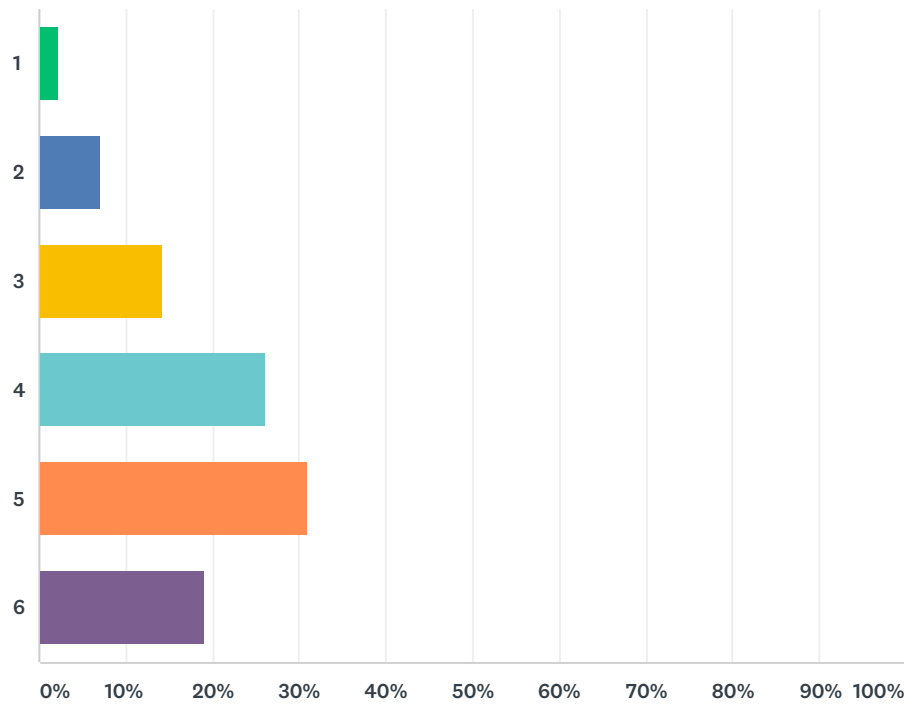


	1	2	3	4	5	6	TOTAL	WEIGHTED AVERAGE
Scheduling advising	7.50% 3	0.00% 0	12.50% 5	2.50% 1	30.00% 12	47.50% 19	40	4.90
On going advising with assigned advisees	7.50% 3	2.50% 1	10.00% 4	10.00% 4	40.00% 16	30.00% 12	40	4.63
TAP Pathways	20.00% 8	17.50% 7	10.00% 4	25.00% 10	10.00% 4	17.50% 7	40	3.40
Veteran Students	21.95% 9	29.27% 12	21.95% 9	9.76% 4	4.88% 2	12.20% 5	41	2.83

Non-Credit Classes	17.95% 7	25.64% 10	20.51% 8	10.26% 4	5.13% 2	20.51% 8	39	3.21
Selective Admissions Programs (nursing, vet tech, rad tech, etc.)	16.67% 7	26.19% 11	11.90% 5	11.90% 5	14.29% 6	19.05% 8	42	3.38
Using placement scores	9.76% 4	7.32% 3	14.63% 6	19.51% 8	14.63% 6	34.15% 14	41	4.24
Students with learning disabilities	26.83% 11	14.63% 6	24.39% 10	7.32% 3	14.63% 6	12.20% 5	41	3.05
General academic advising knowlege	2.44% 1	9.76% 4	12.20% 5	21.95% 9	21.95% 9	31.71% 13	41	4.46
Evaluating the tranferability of courses	33.33% 14	14.29% 6	16.67% 7	16.67% 7	16.67% 7	2.38% 1	42	2.76
Assisting students with career options	6.82% 3	13.64% 6	18.18% 8	20.45% 9	18.18% 8	22.73% 10	44	3.98
Helping students decide on an appropriate number of courses	2.33% 1	2.33% 1	11.63% 5	18.60% 8	27.91% 12	37.21% 16	43	4.79

Q7 On a scale of 1 to 6 (1 being hate and 6 being love), how much do you enjoy academic advising?

Answered: 42 Skipped: 5



ANSWER CHOICES	RESPONSES	
1	2.38%	1
2	7.14%	3
3	14.29%	6
4	26.19%	11
5	30.95%	13
6	19.05%	8
TOTAL		42

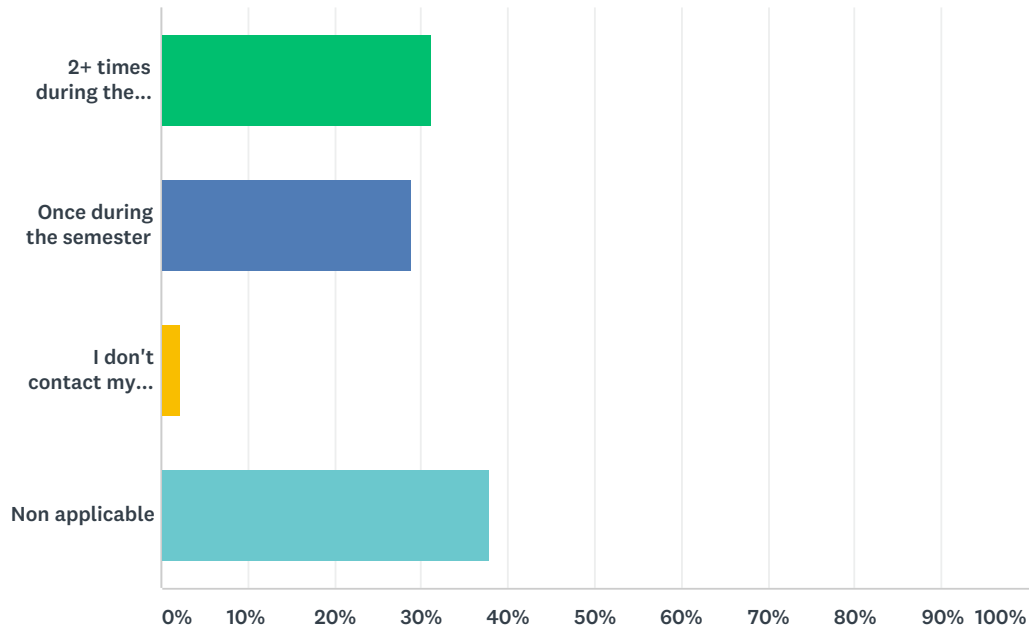
#	PLEASE EXPLAIN.	DATE
1	I really enjoy advising. I like meeting new faces and presenting MxCC in the best possible light.	12/4/2017 3:46 PM
2	I do enjoy the opportunity of meeting the students to discuss, not only their academic standing, but also how well they are doing academically during the semester. I like to try to help the students with any problems that they are having. If we deal with these details, their academic success will effortlessly follow. Therefore, their aspirations of obtaining a degree and transferring to a four year institution will be realized.	12/1/2017 5:24 PM
3	It is critical and should be exciting for a student	12/1/2017 4:56 PM

4	If students came in after looking at information themselves and had specific questions about courses and career pathways, it would be enjoyable. Instead, it is often combing through the schedule to find a course (any course) that is on a Monday evening...etc.. They can and should typically do themselves most of what they come to us for and seem not to come to ask the significant questions about academic programs and planning.	11/29/2017 1:11 PM
5	While I do not feel particularly confident in advising students, I do like talking with them about their goals and future plans. I also enjoy helping them make a schedule which fits their needs and they are excited about.	11/29/2017 10:58 AM
6	I really enjoy the process of advising -- helping students with their future goals and finding classes that will help them achieve those goals -- but not as much the process of quickly registering students.	11/29/2017 10:38 AM
7	I enjoy program-specific advising as students come with an end-point career goal in mind and I can help them reach that goal. Where I find advising frustrating is with students who do not have a plan or goal and therefore, it is hard to determine which courses are most effective for them to take.	11/29/2017 10:05 AM
8	I do not really advise in my role	11/28/2017 5:08 PM
9	Looking forward to degree works	11/28/2017 3:54 PM
10	I do not participate in general studies advising as I am particular to Vet Tech & help Dr. Gargamelli as needed.	11/27/2017 3:48 PM
11	If there weren't other competing activities, it would be much more enjoyable. Plus, faculty are always getting criticisms, but again, most don't recognize how much work is involved in a faculty member's load.	11/26/2017 2:23 PM
12	Don't do it	11/26/2017 11:36 AM
13	This is how I get to know students who are not in my classes. As a program coordinator I may never meet these students without advising.	11/24/2017 6:03 PM
14	I am not confident in my ability to help students with transfer planning; I can fill out MxCC graduation checklists, but I feel useless when it comes to transfer advice. I also don't like being pressured to reach out to my advisees. These students are adults. I shouldn't need to harass them to register. Should they meet with me? Yes. Should they also always do their homework? Yes, but I don't call/e-mail them when they don't turn in a paper.	11/21/2017 9:22 PM
15	I enjoy speaking with the students but there are so many caveats, rules, documents you must refer to, exceptions, etc, etc, that it is stressful and hard to feel comfortable. So it's love/hate - love advising students, hate the process	11/21/2017 5:33 PM
16	I only enjoy advising students who are in my program. I do not enjoy advising other students.	11/21/2017 5:18 PM
17	i used to advise and when i did, knowing i was guiding and perhaps even helping students was rewarding. i see advising as a natural adjunct to teaching. as instructors, we do not only teach content; we ought also to help students navigate both their academic and greater world (outside of MxCC) experiences. a good advisor, as many students have told me over the years, can make all the difference in succeeding or finding oneself overwhelmed.	11/21/2017 4:30 PM
18	Under the current system, advising can be very tedious, and it is very easy to spend the majority of the time doing administrative tasks instead of talking to the student about his or her collegiate aspirations. This is mainly due to having to look in several places for information (e.g. Banner for transcripts, advising booklet for competencies and pre-requisites, various emails for Math/English Accuplacer cut-off scores and information for special programs like Honors and TYP). I am hopeful that much of this time will be saved when we switch over to the new DegreeWorks system, which seems like it will centralize much of this information.	11/21/2017 4:03 PM
19	As a faculty member we tend to make connections with students in the classroom. Advising can be a natural extension of this relationship when students are willing to participate.	11/21/2017 2:49 PM
20	I would enjoy advising far more if I was better trained and all information was readily available. There is a sense that curriculum changes frequently, or at least areas that are relevant in the advising process (e.g. whether one of the State Us prefer one specific course over another), and it feels impossible to stay current or access the most current information easily. I don't enjoy having a responsibility that I don't always feel I can carry out without making an error.	11/21/2017 2:46 PM

21	There is too much to know for someone to only advise sometimes. The people who advise should be experts. Advisors should be ONLY program coordinators for those in their programs, OR, full-time advisor-employees, OR faculty who choose to use all or most of their ARs towards it. Any other way is a recipe for mistakes that cause real problems of wasted time and money for students.	11/21/2017 2:40 PM
22	I enjoy helping students make career choices that lead to a better future.	11/21/2017 2:22 PM
23	When it is a general studies student then there is less of a chance of making a mistake with all the details involved with courses and per-requisites. Specific programs are not something everyone is versed in and there can be more chances for a student to be poorly advised in some manner.	11/21/2017 2:07 PM

Q8 How frequently do you contact your advisees to meet with you?

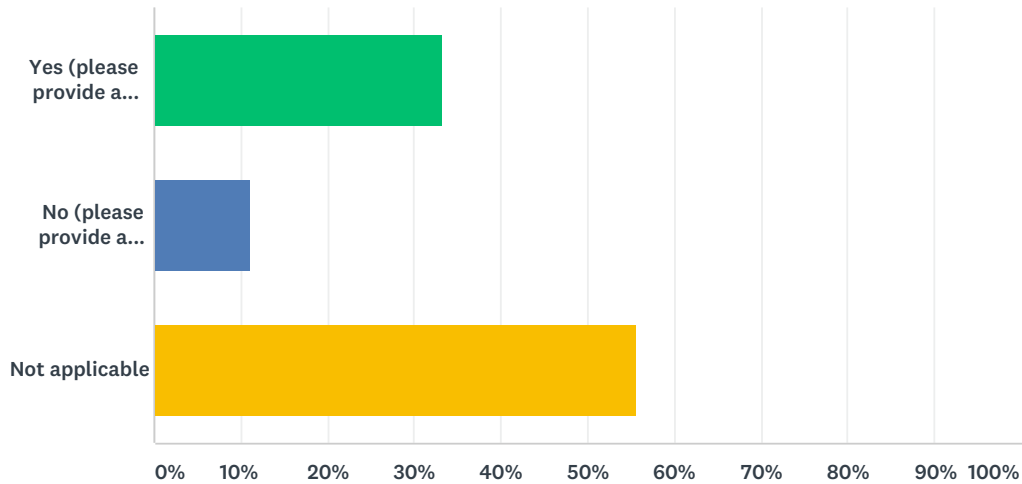
Answered: 45 Skipped: 2



ANSWER CHOICES	RESPONSES	
2+ times during the semester	31.11%	14
Once during the semester	28.89%	13
I don't contact my advisees	2.22%	1
Non applicable	37.78%	17
TOTAL		45

Q9 Did you advise off contract over the 2017 Summer Session?

Answered: 45 Skipped: 2



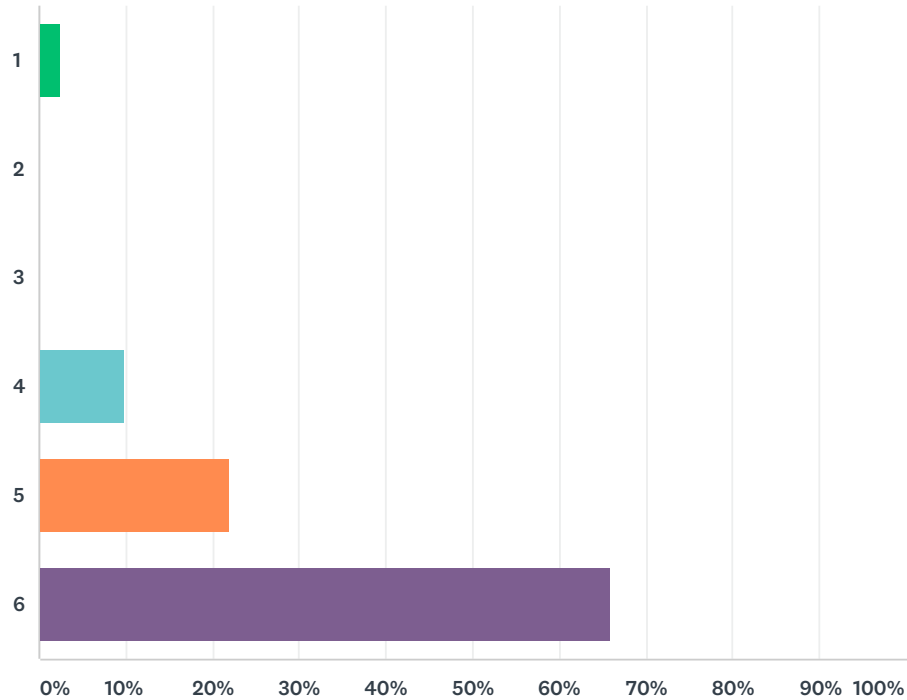
ANSWER CHOICES	RESPONSES
Yes (please provide a reason)	33.33% 15
No (please provide a reason)	11.11% 5
Not applicable	55.56% 25
TOTAL	45

#	REASON	DATE
1	I was on campus teaching anyway and it helped me recruit students into my program.	12/4/2017 3:46 PM
2	I did you advise off contract over the 2017 Summer Session as part of my additional responsibilities. I will be doing the same over the 2017 Winter Break.	12/1/2017 5:24 PM
3	If contacted directly I would answer a question through email. Otherwise, I am off contract and have family responsibilities that consume all my time and energy during the summer.	11/29/2017 1:11 PM
4	I'm off contract and did not choose additional advising as part of my AR	11/29/2017 10:05 AM
5	I was often on campus and would notice that there was a need.	11/27/2017 6:09 PM
6	I provide plenty of advising for the general population because I believe it is important to provide quality advising. I don't think people realize that this is voluntary. People don't have unlimited resources where they can keep giving for free. At some point, this volunteer advising will come to an end.	11/26/2017 2:23 PM
7	I follow up with majors in my programs with emails all through the summer. Students who have not met with me and/or students who have not registered. I ask students who are not returning to let me know the reason why. There are always students who due to their grades or have academic holds, are not able to return without meeting with the Dean. I do not contact those students.	11/24/2017 6:03 PM
8	I was upset with the lack of advisor training. To me, it seemed that our Director of advising was not doing much, so I felt no desire to help out. Plus, the school needs to learn how to function (re: advising) without relying on faculty volunteerism.	11/21/2017 9:22 PM
9	Students need to know that we at MxCC care about them and that they matter to us.	11/21/2017 7:10 PM
10	I'm staff.	11/21/2017 5:33 PM
11	I feel like I should and I know they will be advised properly.	11/21/2017 5:18 PM

12	Yes, as part of AR.	11/21/2017 4:03 PM
13	Because I am dedicated to my program and my student's success. Also, it is easier to advise students myself then to fix bad advising from other individuals. There are some really bad advisers on campus.	11/21/2017 2:56 PM
14	Some summer sessions I do when I'm able... but not all.	11/21/2017 2:49 PM
15	I am not a PC and I needed a vacation-- after teaching one of the summer terms.	11/21/2017 2:46 PM
16	Because I have more time in the summer	11/21/2017 2:40 PM
17	i taught over the summer so advised students as drop ins or made appointments in response to inquiries in my office but I did not register through the advising office	11/21/2017 2:38 PM
18	This past year I did not but I usually spend about 30 or so hours advising in the summer.	11/21/2017 2:26 PM
19	I did meet with students on several days that I was on campus for another reason. I do have a problem with volunteering to do this. I made a switch from another industry to teaching partly due to the work-life balance including the ability to have time off in the summer. I accepted a significant reduction in pay to have this time. I do not want to give up the time that I made significant sacrifices for by working without pay during the off-contract period.	11/21/2017 2:14 PM

Q10 On a scale of 1 to 6 (1 being the least important and 6 being the most important), how important to student retention is the advising process?

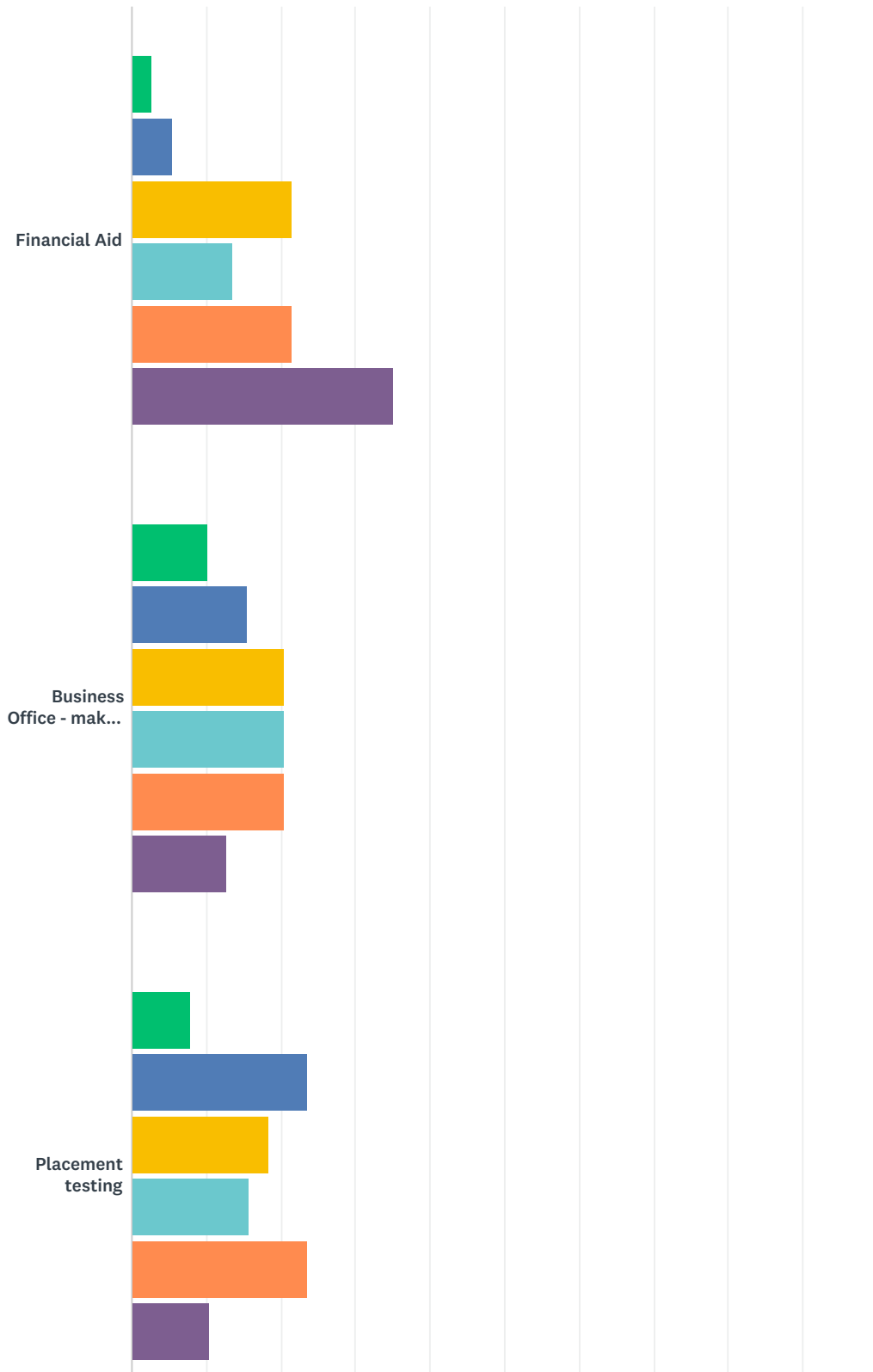
Answered: 41 Skipped: 6

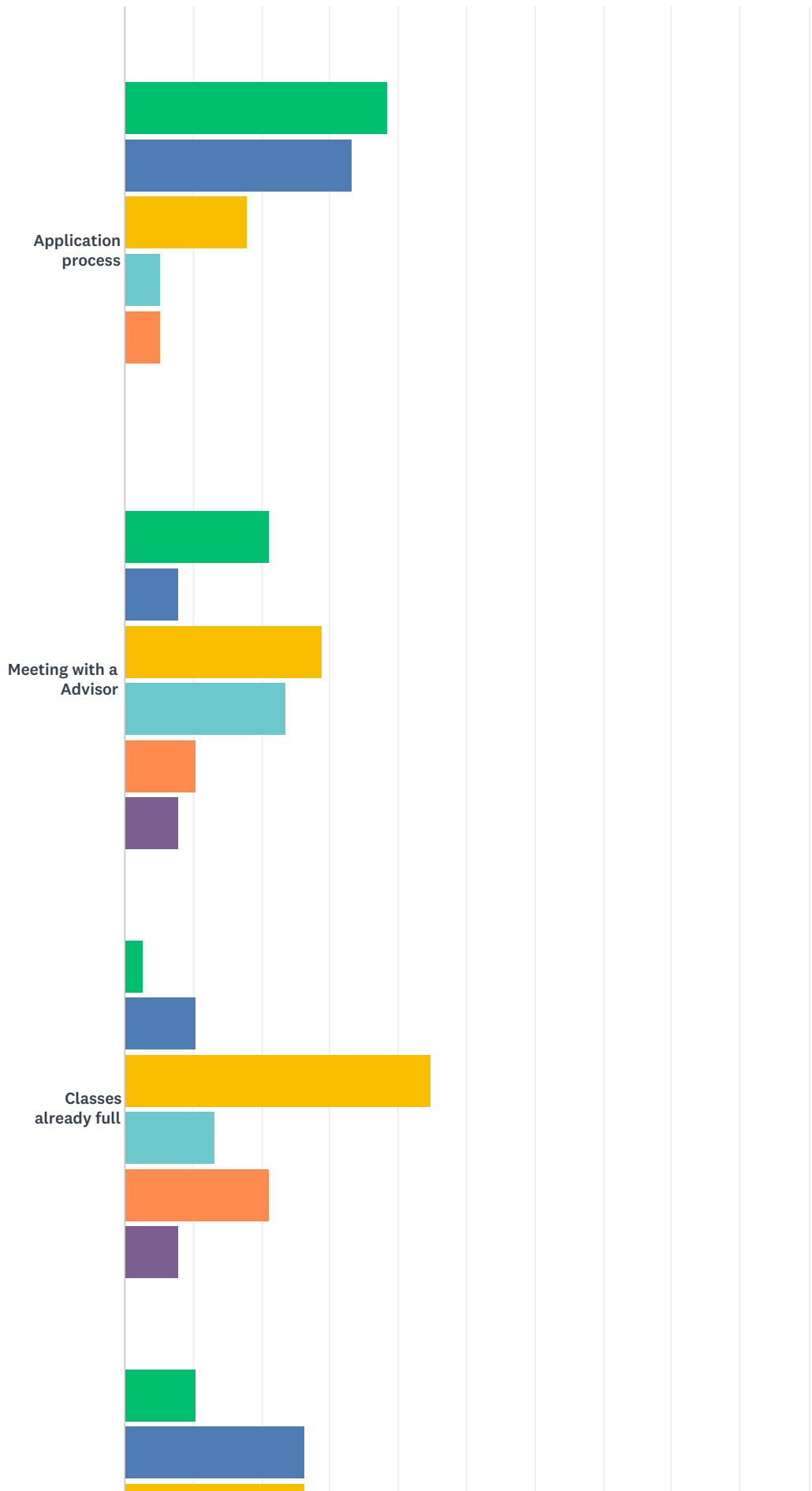


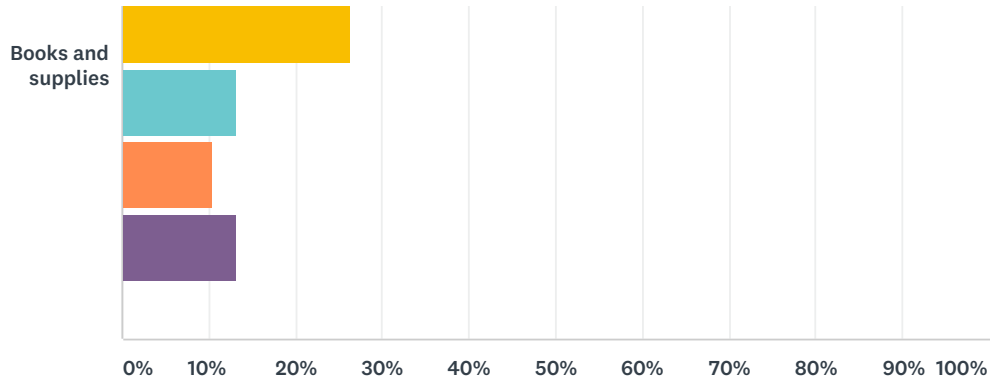
ANSWER CHOICES	RESPONSES	
1	2.44%	1
2	0.00%	0
3	0.00%	0
4	9.76%	4
5	21.95%	9
6	65.85%	27
TOTAL		41

Q11 Please indicate how great an obstacle each of the following presents to students during the registration process with 6 being a significant obstacle and 1 being insignificant.

Answered: 39 Skipped: 8







	1	2	3	4	5	6	TOTAL
Financial Aid	2.70% 1	5.41% 2	21.62% 8	13.51% 5	21.62% 8	35.14% 13	37
Business Office - making a payment	10.26% 4	15.38% 6	20.51% 8	20.51% 8	20.51% 8	12.82% 5	39
Placement testing	7.89% 3	23.68% 9	18.42% 7	15.79% 6	23.68% 9	10.53% 4	38
Application process	38.46% 15	33.33% 13	17.95% 7	5.13% 2	5.13% 2	0.00% 0	39
Meeting with a Advisor	21.05% 8	7.89% 3	28.95% 11	23.68% 9	10.53% 4	7.89% 3	38
Classes already full	2.63% 1	10.53% 4	44.74% 17	13.16% 5	21.05% 8	7.89% 3	38
Books and supplies	10.53% 4	26.32% 10	26.32% 10	13.16% 5	10.53% 4	13.16% 5	38

Q12 What suggestions do you have for improving the process of advising continuing students?

Answered: 34 Skipped: 13

#	RESPONSES	DATE
1	I would be certain they meet with an appropriate adviser. I find that some students are directed to the wrong class.	12/4/2017 3:50 PM
2	Make a requirement that the student see an Academic Advisor.	12/1/2017 5:36 PM
3	ensure all advisors contact their advisees; find a way of collecting a list of the stumbling blocks advisors have in the advising process so they can be addressed	12/1/2017 5:08 PM
4	make it as a requirement for continuing students to see an advisor.	12/1/2017 12:48 PM
5	Require an Academic Plan before registering.	11/29/2017 1:23 PM
6	Advisees need to see the same adviser every semester. It is really difficult for students to continually see different people in different offices.	11/29/2017 11:01 AM
7	Have clear schedules that happen when faculty are on-contract and solid training sessions. Make a booklet of all the tricky situations that advisors might run into to help troubleshoot issues.	11/29/2017 10:40 AM
8	Students should be advised by the program coordinator or a faculty member in their discipline.	11/29/2017 10:10 AM
9	Group advising	11/28/2017 5:21 PM
10	Start early	11/28/2017 5:10 PM
11	none I can think of	11/27/2017 3:50 PM
12	Educating students so that they know how to pick out classes. They need to be engaged in their academic needs. They need to have a conversation with their advisors and not just sit back and let the advisor do all of the work.	11/27/2017 1:27 PM
13	More outreach from PC's to their advisees. Many continuing students do not know who their advisor is.	11/27/2017 1:21 PM
14	This is a challenging question to address. Students themselves need to place an importance on their education and their course selections. Clearly due to the budget, we can't do business as usual. If courses get cancelled, then some students need to realize that they have to register earlier rather than later. Again, we can no longer do business as usual. In order to receive a quality education at the community college, then students need to understand they need to register early rather than later.	11/26/2017 3:08 PM
15	Lets find out what other advisors are doing and create "best practices"	11/24/2017 6:07 PM
16	Follow-up with students throughout the year to check in with them to see how they are doing in their classes, and to encourage students to register early.	11/22/2017 11:01 AM
17	Advisors need to reach out to their advisees to ensure they are on track with appropriate courses required for their graduation checklist and follow up to make sure they are registering early so they don't get locked out of needed classes because they are full.	11/22/2017 10:28 AM
18	Continuing students need to meet with their advisor and pick classes that are part of their degree. Time with the advisor allows the student to voice any different ideas that may be on their mind. They also need to know of any consequences of changing paths mid-stream. Financial aid ends at MxCC with 90 attempted credits so they need to take classes towards their degree.	11/22/2017 9:10 AM
19	Institute a PIN so students may not register until they have received academic advising.	11/22/2017 8:44 AM
20	None. Those "can't miss them" signs in the stairwells of Wheaton and Snow are great. Students know it's time to register; let them decide to do it or not.	11/21/2017 9:29 PM
21	- Train Full and Part time personnel properly and routinely - Provide some sort of tangible appreciation for advisers - Reach out to students	11/21/2017 7:21 PM

22	Enhanced Marketing. Training and accountability of advisors.	11/21/2017 5:41 PM
23	In class advising. Every Monday and Wednesday during the registration period have student lounge and library areas set up with advisors.	11/21/2017 5:24 PM
24	make the process as easy and accessible as possible. consider setting aside a 2-3 day block when more than one advisor (a general advising panel, as it were) is always available; this should absolutely include evening hours for evening students. also consider saturday hours for students who may not otherwise have time to see an advisor. further, it could be mandatory to sign up to see an advisor at least twice each semester, which would strengthen and normalize the activity and which would allow the advisor to note any academic or other pertinent changes with the advisee.	11/21/2017 4:43 PM
25	-Ensure that students are keeping an up-to-date graduation checklist that they can bring when they meet with their adviser -Encourage students to check course listings ahead of time and try to come up with some classes they would like to take before meeting for advising	11/21/2017 4:10 PM
26	Please get rid of the onground and online differentiation. Just make it all continuing, regards less of online or on ground.	11/21/2017 3:01 PM
27	Our current system appears to be working much better than in past years.	11/21/2017 2:54 PM
28	Provide many opportunities for effective advisor training. It isn't fair to have some of our newer faculty learn by trial and error, which is what I see happening at times.	11/21/2017 2:54 PM
29	Although advising is and should be a faculty responsibility, the fact is that we need more full-time dedicated advisors that are available to students when they need help. The market is too competitive and the work is too important to continue as we are. We also need to use technology to our advantage to accommodate students needs. In office advising is only one way to build rapport so we need to embrace other options.	11/21/2017 2:52 PM
30	All advising should be done ONLY with full time expert advisors, OR program coordinators, OR faculty who put all or most of their ARs toward advising.	11/21/2017 2:47 PM
31	Require advisor signature or code to register so that each student must meet with an advisor. Offer some incentive for registering early. Make advising more equitable among faculty.	11/21/2017 2:34 PM
32	Have online scheduling for advising appointments.	11/21/2017 2:31 PM
33	We have access to graduation checklists for all programs. Looking at the checklist when recommending courses to make sure the courses are a part of the program should be routine. I have met with too many students who were incorrectly advised and the errors were major deviations from the student's program. It was clear that the course recommendations were made without consulting the graduation requirements. Not performing this minimal step to see if students need the courses being recommended should be unacceptable and there should be follow-up with those making the errors.	11/21/2017 2:29 PM
34	Would be nice to have trained people that can do this as part of their sole job. When you do something every day you are more likely to do a better job and connect with people on a different level. We loose students due to a feeling of disconnectedness that can come from random people advising them, in addition to the online features that allow students to make poor choices. Our system should also do a better job of flagging students who do not meet per-requisites once grades have been entered.	11/21/2017 2:16 PM

Q13 What suggestions do you have for improving the process of advising new students?

Answered: 32 Skipped: 15

#	RESPONSES	DATE
1	I would make more guide sheets available. I have created some of my own that I use.	12/4/2017 3:50 PM
2	The orientation session for new students must be required.	12/1/2017 5:36 PM
3	somehow make sure prospective students are more aware of the process from entering college to starting classes. Make sure we have the resources & materials - appropriate space, time, well-trained staff to conduct effective advising; tighten up the payment /fin aid steps; educate the fin aid student better; ensure students are trained use my.comnet and college email earlier	12/1/2017 5:08 PM
4	make an online advising available for potential online students. The online advising can be done over phone or WebEx.	12/1/2017 12:48 PM
5	Blocks of courses (similar to TYP) should be created for all new students registering. We can then plan on exact number of sections required and eliminate time conflicts. This would simplify registration and initial advising.	11/29/2017 1:23 PM
6	Incentivize new students to get registered early.	11/29/2017 10:40 AM
7	It needs to be made clear to new students that they need to have a goal here: career-oriented program, transfer, employable degree. They need to understand that just choosing courses based on likes/interests is not an effective path to a degree. Also, developmental students need to be advised to complete the developmental courses as soon as possible so that the majority of credit courses become available to them.	11/29/2017 10:10 AM
8	New student orientation required	11/28/2017 5:21 PM
9	Get them in as quickly as possibly and have more points of contact with them.	11/28/2017 5:10 PM
10	none I can think of	11/27/2017 3:50 PM
11	Teach students how to select classes.	11/27/2017 1:27 PM
12	Less walk-in advising, more scheduled (larger) open registration events. It is difficult to have a walk-in advising model when there are no advisors available to do so.	11/27/2017 1:21 PM
13	Again, this is a very good question, but a challenging one. Late registration and extended add/drop need to end. It has long been known that this doesn't work. I have a new student who registered late. The student didn't meet the prereq for a business course, but because the course was open, the student was placed into it. Clearly, it was about a number, not quality advising. The student is struggling. The best thing that we can do is to ensure quality advising for new students who opt to register late. Sometimes, we just need to say there are no courses available at this time rather than place a student into a course for which the student is not prepared or eligible. "Students First" does not mean forgo quality advising. We need to start promoting early to ensure seats. We also need to respect placement scores. Don't set students up for failure. Be responsible.	11/26/2017 3:08 PM
14	Sending the names of new students who are advised in a program during the summer so that coordinators have a chance to catch errors that are being made.	11/24/2017 6:07 PM
15	A commitment to the walk-in advising schedule.	11/22/2017 11:01 AM
16	If we are advertising walk-in advising, there should be an adequate number of advisors available. These advisors need to have a reference manual so when advising students in a program they are unfamiliar with, they can refer to it for appropriate course sequencing and other pertinent information.	11/22/2017 10:28 AM
17	Once a student walks in the door or calls MxCC, they need to be asked 1) how are they paying for their classes? If it's through financial aid they need to be directed to Financial Aid Services; 2) have they completed an application with admissions? If not, send them to ES. 3) new students need to be aware of standards for their GPA so they are aware they can't withdraw and fail their classes. They need to know how serious it is that they do well.	11/22/2017 9:10 AM

18	We do not "advise" new students; we only register them. Unless we stop letting people register so late, there is no way to really address this. Maybe go back to the old "mass registration" days a few times throughout the summer.	11/21/2017 9:29 PM
19	I don't think we should divide students in new and old. That is old way of thinking. we have done it for centuries. As we can see by our lower enrollment numbers it is not paying off. We need to renew our way of thinking by being innovative and fast. We also need to pay attention to all our students in equitable way. We need to come up with a comprehensive approach.	11/21/2017 7:21 PM
20	Coordinate the timing of placement testing with advising and registration; more promotions and availability of advisor appointments; incentives for early registration. Cut off late registrations and expand late start class offerings.	11/21/2017 5:41 PM
21	Advising at an orientation, Saturday advising, night advising	11/21/2017 5:24 PM
22	see answer to question 12. mandatory to meet with new students before and perhaps 3-4 weeks into the first semester. generally, real questions don't come up until the student has experienced what college demands are. that's when an advisor's ear and help would likely be more valuable to assist a new student. also consider having some willing upper classmen available to answer those questions a new student might not have thought about or to answer questions a student may not feel comfortable asking a faculty member or counselor.	11/21/2017 4:43 PM
23	-Instead of each department (English, Math, TYP, etc...) sending out emails with advising information each semester, this information could be compiled into one document to be sent out for easy reference. -Double monitors in the advising office for advisers. -Ensure that all of the hyper-links work in the course descriptions prerequisite listings online. When prerequisites are listed on the website in the course descriptions, there is usually a hyperlink for the class that you can hover over and check the requirements/course description for the prereq course.	11/21/2017 4:10 PM
24	Send them to their assigned Program advisor - DO NOT have general advisors advise students who have declared a specific program. Have the students contact that specific program advisor.	11/21/2017 3:01 PM
25	I do like our present system organized by Dan Viens.	11/21/2017 2:54 PM
26	Hold large New Student Orientations and have advisors available afterwards to do small group advising.	11/21/2017 2:54 PM
27	See my response above. Access to advising information should be more streamlined for the advisor as well as the student. It should be kept up-to-date and easily accessible.	11/21/2017 2:52 PM
28	Don't know	11/21/2017 2:47 PM
29	Create course offerings with new student schedules in mind (both full and part time). Offer training geared to a comprehensive approach to advising new students and cultivate a team of skilled new student advisors. Also, do more group advising of new students over the summer.	11/21/2017 2:34 PM
30	Pay faculty to be available for advising over the summer instead of expecting them to work for free.	11/21/2017 2:31 PM
31	Same as #12.	11/21/2017 2:29 PM
32	People need to be completely versed on per-requisites, especially for math and English courses.	11/21/2017 2:16 PM

Q14 What suggestions do you have for improving the registration process?

Answered: 29 Skipped: 18

#	RESPONSES	DATE
1	I would spell out the process in clear language.	12/4/2017 3:50 PM
2	The whole process should be centralized in one place.	12/1/2017 5:36 PM
3	same as above	12/1/2017 5:08 PM
4	Make it easy for potential online students to register credit-classes.	12/1/2017 12:48 PM
5	None	11/29/2017 10:10 AM
6	Clarity of course offerings per semester	11/28/2017 5:21 PM
7	Do more online.	11/28/2017 5:10 PM
8	none I can think of as I am involved in a selective admissions program	11/27/2017 3:50 PM
9	none	11/27/2017 1:27 PM
10	Make online registration available to new students.	11/27/2017 1:21 PM
11	Check for prereqs. If a student doesn't meet the prereq, please send the student back to the advisor. It is easy to make mistakes, but it is much more manageable to address them at this point.	11/26/2017 3:08 PM
12	None	11/24/2017 6:07 PM
13	Maintain consistent procedures among faculty and staff members so that students move efficiently through the registration process.	11/22/2017 11:01 AM
14	New students need to learn how to register online in the future so they should be shown how to do it after their initial meeting with an advisor.	11/22/2017 10:28 AM
15	Students need to know how they are paying for their classes. If the student states they are a financial aid student, have them verify with Financial Aid Services that their aid is actually awarded PRIOR TO REGISTERING. Students meet with an advisor, enroll in classes, go to the Business Office for their schedule and at that time they are told to see someone in Financial Aid because they have no way of paying for the class.	11/22/2017 9:10 AM
16	None come to mind.	11/21/2017 9:29 PM
17	We should set up a special area dedicated only to students who want to just register for courses especially if they have already advised. Providing some kind of online tool for registering students would work as well reducing this way the number of students on campus.	11/21/2017 7:21 PM
18	Why can't advisors register? the system will catch prereqs, etc.	11/21/2017 5:41 PM
19	Make it simple	11/21/2017 5:24 PM
20	a video of a student going through a real registration, complete with wait time (which can be mentioned, not necessarily experienced) and common issues. maybe have two videos: the first, a student who registers early and the second, a student who has waited too long.	11/21/2017 4:43 PM
21	Allow PC's more authority to overload courses in their disciplines and to make decisions on prerequisite waivers - especially for their own classes.	11/21/2017 3:01 PM
22	I don't have any recommendations for this process.	11/21/2017 2:54 PM
23	Refreshments?	11/21/2017 2:54 PM
24	Checklist with dates for completion to help students understand what they need to do. We (myself included) often "dump" a ton of information at students using terms they don't understand.	11/21/2017 2:52 PM
25	Don't know	11/21/2017 2:47 PM

26	When a prerequisite error appears discuss the situation with the advisor and keep documentation on the reason.	11/21/2017 2:34 PM
27	Follow up phone calls to students who do not register with in 48 hours of an advising appointment	11/21/2017 2:31 PM
28	Accountability and attention to detail in recommending courses. I have also observed students seeking advising finding many faculty members not at their desk during their posted office hours. I have seen several students come looking for advising help several times before finding a faculty member in the office (again, I do mean during posted office hours).	11/21/2017 2:29 PM
29	Over-rides with courses should not permitted as loosely as they are.	11/21/2017 2:16 PM

Q15 What suggestions do you have for improving student retention?

Answered: 26 Skipped: 21

#	RESPONSES	DATE
1	Some students need additional support with advanced classes. I would make funding available for course specific teaching assistants.	12/4/2017 3:50 PM
2	Placing students in the proper courses is imperative, as well as enforce the prerequisites. A mid-semester academic report should be given to all the students.	12/1/2017 5:36 PM
3	look at our retention practices as an institution and work earnestly to know what works and improve what doesn't. Educate everyone more about retention	12/1/2017 5:08 PM
4	provide online tutoring for all disciplines that offer online courses.	12/1/2017 12:48 PM
5	Students need to have a goal here and part of advising is to help students stay on path toward that goal.	11/29/2017 10:10 AM
6	More focus in class and advising on goals	11/28/2017 5:21 PM
7	Have more touch point opportunities for students to be connected.	11/28/2017 5:10 PM
8	none as I am involved in a cohort based program	11/27/2017 3:50 PM
9	Have students become more engaged in their course selections.	11/27/2017 1:27 PM
10	Retention is and has been very important. If students want to be retained, they will be retained because they are motivated to make a difference in their lives. We also have students who may not be in a position to be retained, so they opt out until they can return on more solid ground with the necessary supports in place. We also have students who are uncertain if college is for them or who are simply underprepared to handle the rigors of college life. The best we can do is provide quality advising as part of the retention process. If part of quality advising means candid conversations, then so be it. It would also be helpful to implement more learning communities; however, we need the funds to support instructors, especially adjunct instructors, for the extra course planning and outreach involved in cohort-based learning. The Freshman Seminar needs to be recommended more. It's designed to help students transition to college and ultimately stay in college. I have heard advisors sway new students away from it.	11/26/2017 3:08 PM
11	None	11/24/2017 6:07 PM
12	Mentoring programs or enchantments in faculty/student relationships in regards to academic planning.	11/22/2017 11:01 AM
13	Communication, communication, communication!	11/22/2017 10:28 AM
14	I would like to be responsible for a random amount of students during the semester. I could make sure they are all set with the admissions application and their financial aid application. I could make sure they know who their advisor is and when the advisor is available for them. Students need to know we have free tutoring and need to begin the same day of classes if they know they will have a difficult time in the class. Advisors need to be aware of who is not doing well in their classes and not sign them up for a full load if it's not doable.	11/22/2017 9:10 AM
15	Hire more good teachers; get rid of the bad teachers. Put an emphasis on the primary service we are providing: education. Realize that that is why students are here at all, and good teachers will keep them while bad teachers will lose them. I recommend management be more diligent in reviewing course evaluations and put much more emphasis on them.	11/21/2017 9:29 PM
16	Making them choose a program.	11/21/2017 7:21 PM
17	Setting realistic expectations and goals with students.	11/21/2017 5:41 PM
18	continuous outreach, especially during first semester at MxCC. years ago, we experimented with a faculty-student mentor program; it didn't really work out too well and was discontinued. instead, consider a mentorship program which pairs a new student with a successful upperclassman/woman. pairing similarly aged and world experienced students/mentors will help; same for veterans. a vet should be paired with a vet.	11/21/2017 4:43 PM

19	Fix Financial Aid. The financial aid office is the area in which I receive the most complaints. They are rude and not helpful to students. I have personally witnessed them being rude to students and blaming the students for errors that were not the student's fault. Several students have left the school because they were fed up with financial aid. These students were also given the "run around" and were denied funds.	11/21/2017 3:01 PM
20	Greater course selection may keep students at MxCC longer if the AS degree is in fact their goal. Many transfer early due to our limited course offerings, but some also leave due to work schedule conflicts.	11/21/2017 2:54 PM
21	Better ways to track student progress and effective ways to track milestones along the way to graduation and create rituals/recognitions for acknowledging these milestones. For instance, when students are half-way to meeting their degree requirements, they should be notified and receive a "cheerleading" letter from the Academic Dean or President along with their Advisor, that says something like "... wahoo! You are half way there! Keep it up! Your college education is an investment that you make in the rest of your life. You will always have it. No one can take it from you. You are closer to your goals and we are here to support you. Keep going! And come to a reception for cake and ice cream on a/b/20** where we will celebrate this milestone in your education..." NOTE that milestones early on in students' education should be acknowledged as well.	11/21/2017 2:54 PM
22	More and better tutoring including have tutors in the areas where students take classes. Its more convenient. Research is clear that students do better if they have a connection with people on campus. We need to intentionally cultivate those relationships across the campus.	11/21/2017 2:52 PM
23	Better quality advising. Replace Dan Viens in his role. He does a poor job actually advising, and is not proactive. Also, all advising should be done ONLY with full time expert advisors, OR program coordinators, OR faculty who put all or most of their ARs toward advising.	11/21/2017 2:47 PM
24	Provide more resources for developmental studies.	11/21/2017 2:34 PM
25	I think not dropping students repeatedly for non-payment and allowing more time for students to make payment arrangements would help.	11/21/2017 2:29 PM
26	Better advising when it comes to students who work full-time. Most students can't handle a full load, even though that may think they can. First semester, students should be encouraged to take English and second semester math if they are falling into the developmental courses. Mix things up so they are taking a good combination of favorite and not-so-favorite courses in one semester.	11/21/2017 2:16 PM