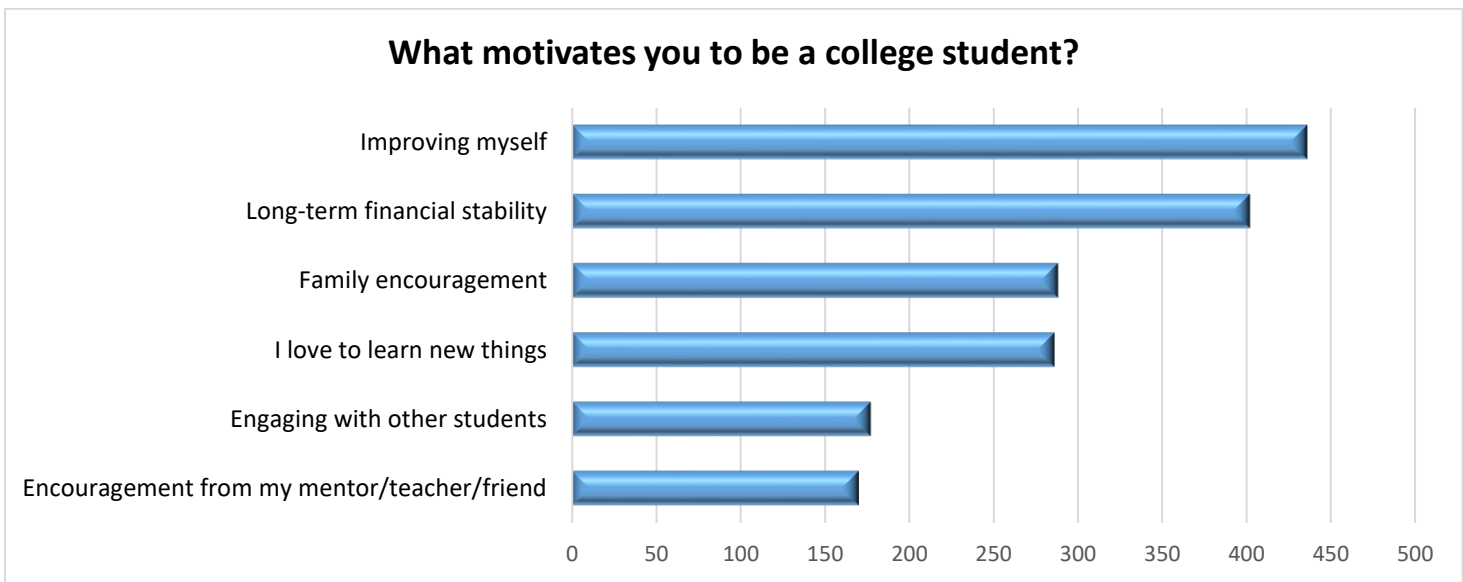
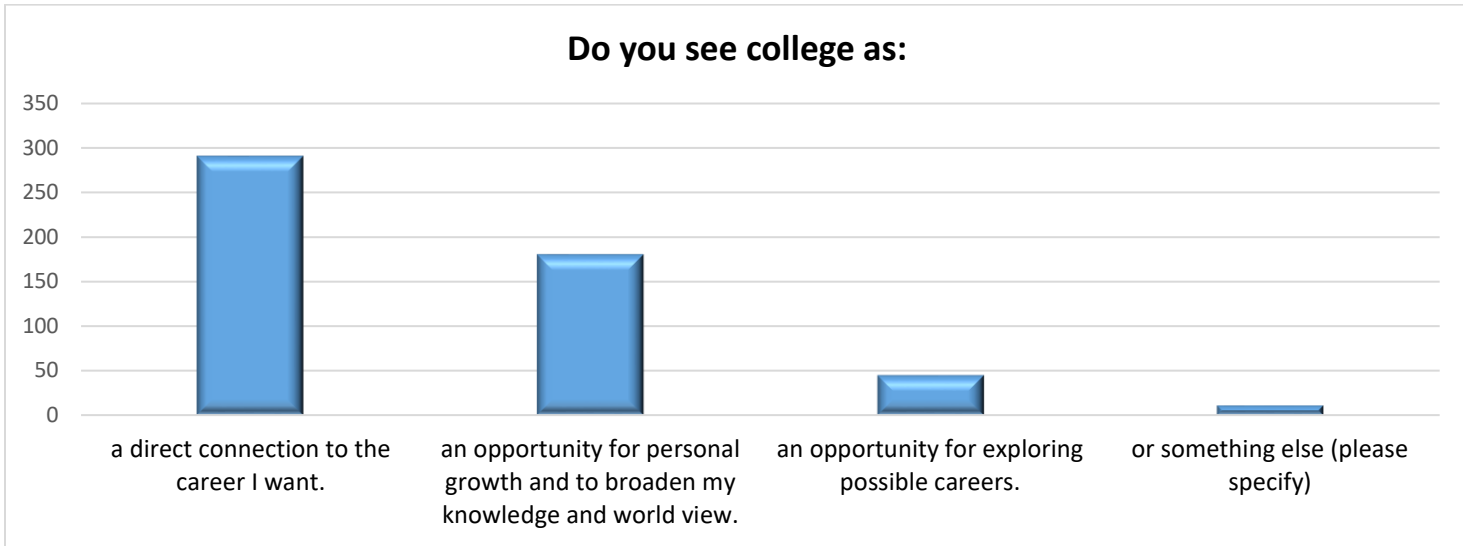


Along with telling us their dream careers, students were asked what they see college as (only one response allowed) and what motivates them to be a student (select all that apply).



While the responses to the first question seem to clearly show that students are motivated by career goals, the responses to the second question show that students value learning. They do not see college as merely a transactional exercise.

What lessons have you learned?

The survey also asked students about lessons learned and motivation. The response to the question “What student skill have you learned that has impacted your success the most?” was overwhelming time management. As the college continues to improve integrated academic support, helping students improve their time management ability can continue to be a focus of engagement centers, workshops, and other co-curricular learning opportunities.

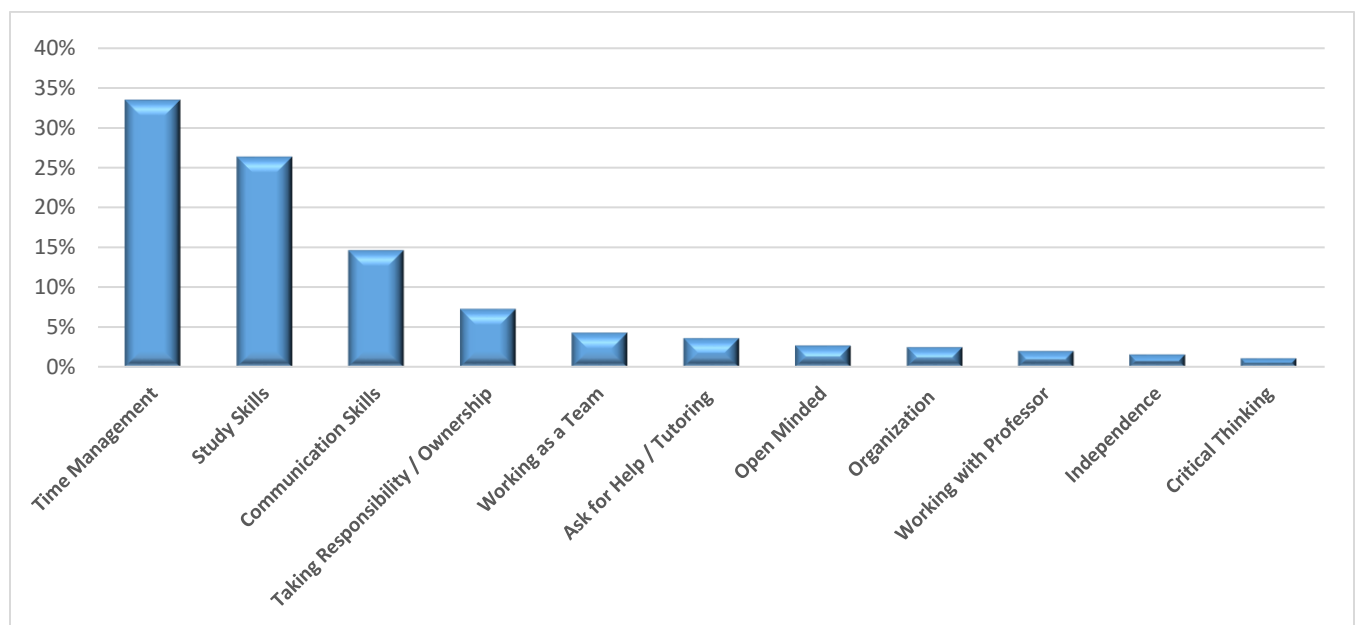
Students were also asked how professors make them feel valued, welcome and confident and how professors best connect and engagement them. For the responses to the first question, many students mentioned that the professors knowing their name and acknowledging them during class had an impact. Encouraging students was also a theme of these responses. The responses for how best to engage students were similar – acknowledging students was a theme. Many responses centered around faculty being passionate about teaching, enjoying the classroom experience, and being excited about the subjects also had a positive impact on engaging students.

Voice of the Student

In addition to multiple choice questions, students were given the ability to responded to several open-ended prompts. The students’ responses to these questions give RCC additional insight.

The first one-ended question was **“What student skill have you learned that has impacted your success the most? How did your learn this skill?”** Students’ responses are below. The typical college-going skills of time management, study skills, and communication skills represented 75% of the students’ responses.

Most Impactful Skills

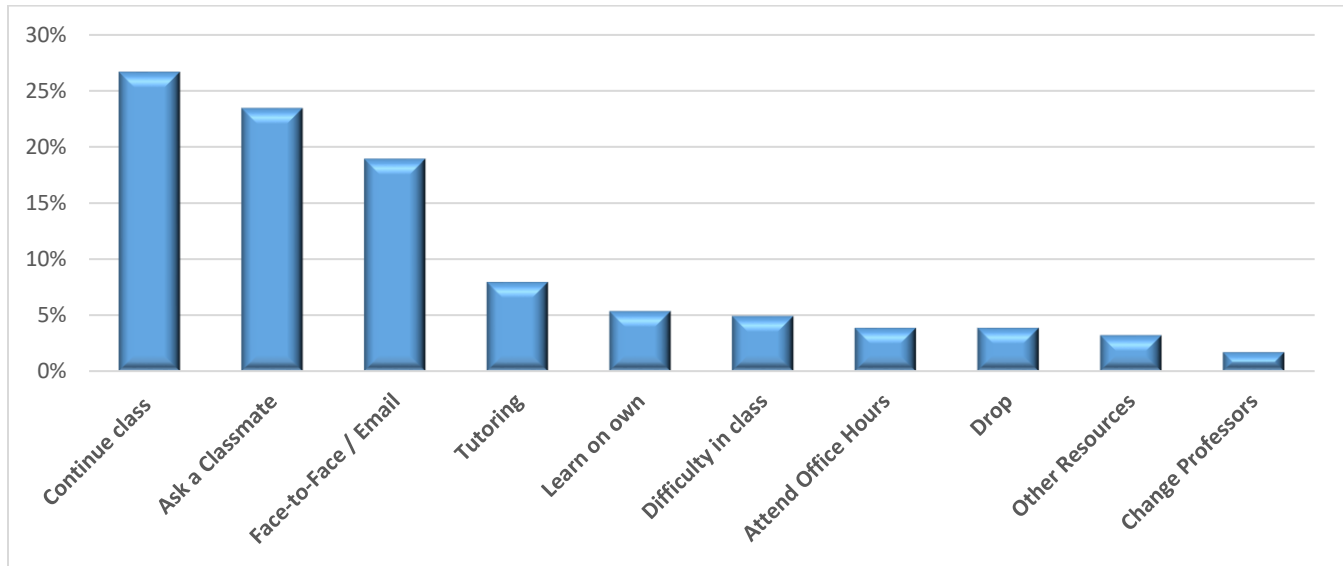


Responses to the second, companion question, **“Are there any particular skills that you wish you would have learned? Or still want to learn?”** showed very close alignment with the first question – study skills, time management, and communication were three of the four responses.

The next few open-ended questions asked students about student / professor interaction. For the Fall 2019 Guided Pathways survey question, **“What do you do when you don’t connect with a professor?”** many students (27%) replied that they just continued going to class. While these replies might have been catagorized or summarized slightly differently, the response reflects the fact that students are willing to continue in a class even if they don’t feel a personal connection and don’t necessarily try to do anything about it. The good news is that

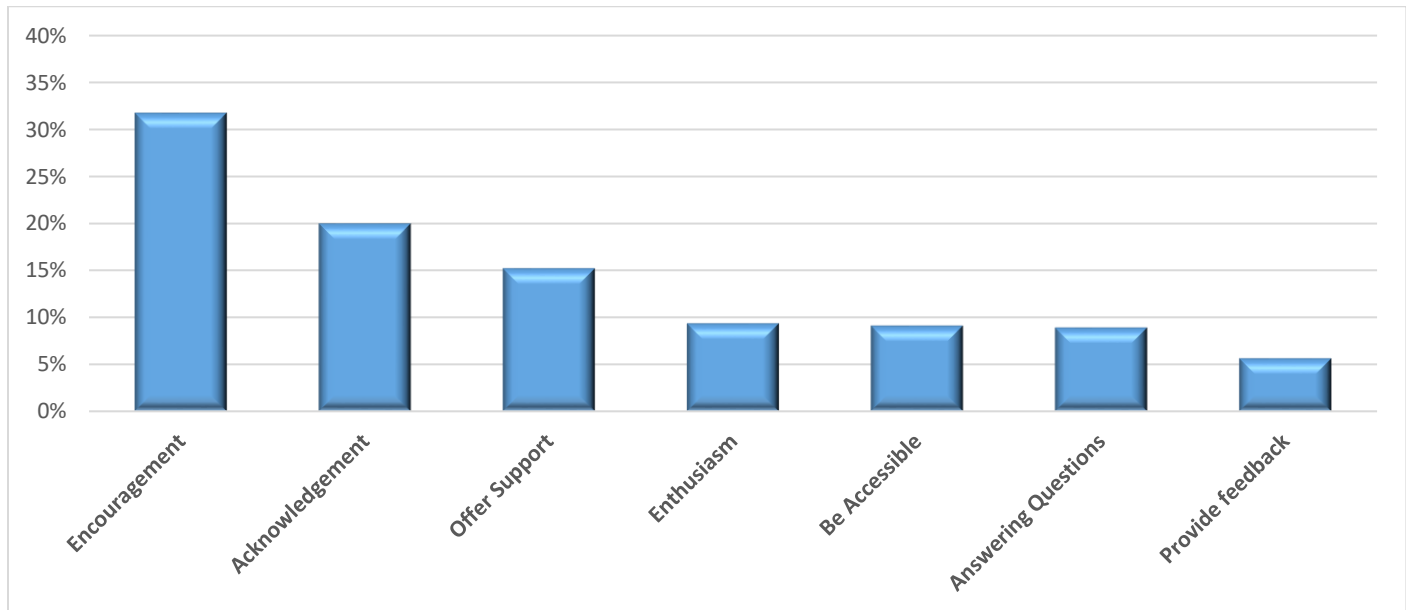
there are a combinatino of other responses which show that students do try to reach out to faculty in a variety of ways via email, office hours, or talking directly with the students.

Connect with Professor



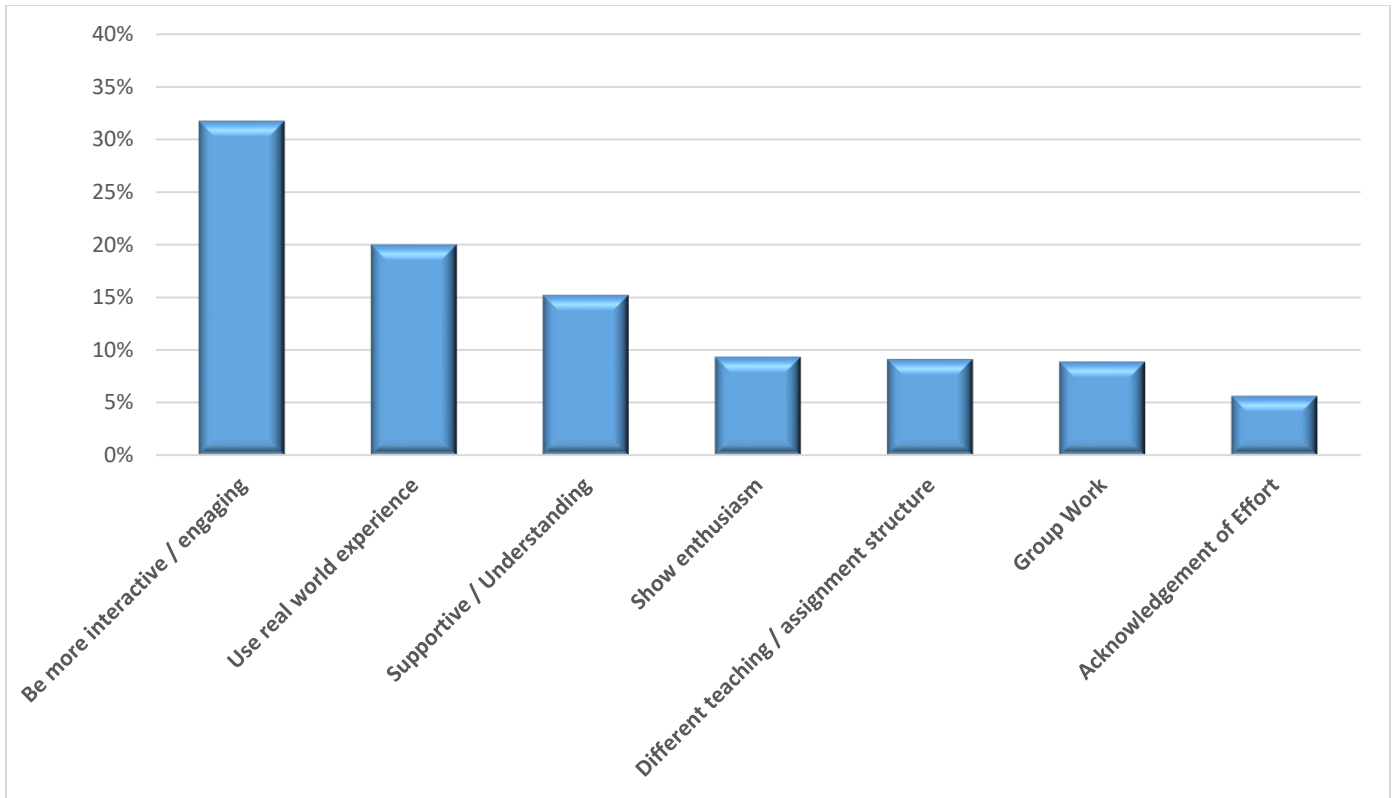
In addition to being asked about their actions to try to connect with a professor, students were asked questions about how a professor makes them feel and engages them in the classroom. One person who worked extensively with the individual student responses remarked that students’ replies to these questions can be summed up by the response, “be human.” But more specifically, students were asked three questions including **“How can teachers make you feel valued, welcomed and confident?”**

Valued, Welcomed, and Confident



“What can instructors do to keep you excited about college and engaged in the classroom?”

Classroom Engagement



“What advice would you give your teachers? Where can they improve the most?”

Advice to Professors

