

College Connections Inventory



Connections are an interactive, personal series of events that create a sense of presence. Connected colleges effectively connect with their students and encourage them to build relationships—with faculty, staff, other students—that are essential to student success. Colleges can use this guide to prompt discussions about how well they are connecting with students by considering the extent to which they foster connections through face-to-face interaction and technology. After completing the inventory, discussions can be focused on how these areas can reinforce and inform current work or suggest potential new priorities for your college.

Connections Through Face-to-Face Interaction: An institution-wide commitment to promoting deeper connections with students through shared experiences, both one-on-one and in groups

| To what extent does your college... | Not at all | Under Discussion | Partial Implementation | Full Implementation |
|---|-----------------------|-----------------------|------------------------|-----------------------|
| Design experiences to ensure that all students make personal connections with other students, faculty, and staff during their earliest contact with the college? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Promote student connections with college services and college services staff by integrating services into courses (e.g., student success courses, FYE courses, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create required cohort-based experiences, such as learning communities, study groups, first-year seminars, and the like, to intentionally promote interaction among students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assign someone to serve as a primary contact for each new student (e.g., another student, advisor, success coach, mentor, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ensure that evening and part-time students have access to the services they need at times and in locations that fit their schedules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide comfortable, open spaces for students, faculty, and staff to interact? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ensure that all full-time and part-time faculty members have adequate space to meet with students outside of class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Connections Though Technology: An institutional commitment to providing access to and training on various technologies (social networking tools, course management systems, etc.) and assessing the use of these technologies

| To what extent does your college... | Not at all | Under Discussion | Partial Implementation | Full Implementation |
|--|-----------------------|-----------------------|------------------------|-----------------------|
| Provide free, easily accessible Internet access throughout the campus? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide adequate, user-friendly support for use of broadband and wireless technologies on campus and for online learning? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ensure that students have access to computers for uses related to their studies (e.g., computer labs, loaned laptops, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Require orientation and training for students on the use of technologies employed by the college, rather than assume that students know how to use them? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide professional development for all faculty on ways to engage students for academic purposes through Facebook, Twitter, YouTube, or other social networking technologies? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Systematically inquire about faculty and staff members' use of various technologies, including course management systems, the Internet, and social networking tools? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Systematically inquire about students' use of various technologies, including course management systems, the Internet, and social networking tools? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Establish and enforce academic policies regarding acceptable/encouraged and unacceptable uses of social networking technologies and electronic devices during class time? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ensure that online students have access to the services they need at times and in locations that fit their schedules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ensure that the college's online courses consistently incorporate engagement strategies that promote student-student and student-faculty interaction? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |