Leadership Academy for Student Success

# Module 1: Defining Student Success

## Participant Toolkit

# Learning Objectives

* Define student success as inclusive of strong post-completion outcomes for all students
* Articulate the rationale for focusing on student success, both in college and after college, with excellence in access and outcomes for all students.

# Module Overview

* Welcome and Overview
* Kickoff Activity: Defining Student Success
* Evolving Definitions of Student Success & Community College 3.0
* Discussion: Community College 3.0 Examples from the Field
* Activity: Making the Case for New Definitions of Student Success
* Module Closing: Debrief and Reflections

# Kickoff Activity: Defining Student Success

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| *Reflect individually on the following prompts.* | |
| Think about yourself when you began college. What were your goals? Why did you want to attend college? How would you have defined your success in college? |  |
| Take a moment to review your college’s mission and vision statement on the college’s website. What is your reaction to your college’s mission and vision in the context of thinking about student success? How does the college’s stated mission and vision fit with your personal definition of student success? Do tensions emerge? If so, where? |  |
| *After watching the “Why College” videos, reflect on the following prompts.* | |
| What themes emerged from the students’ comments? How did they view their success? |  |
| What is the relationship between the definitions of student success from students, yourself, and your college? What threads are constant? What tensions emerge? |  |

# Evolving Definitions of Student Success & Community College 3.0

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| **GUIDING QUESTION:**  How can community colleges deliver value and thrive? |
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# Evolving Definitions of Student Success & Community College 3.0

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| **GUIDING QUESTION:**  What are excellent colleges doing to achieve strong 3.0 outcomes for students? |
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# Discussion: Community College 3.0 Examples from the Field

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| *Review your assigned case study and reflect on the following questions.* | |
| Where do you see evidence of a 3.0 college (i.e., a focus on post-completion outcomes)? |  |
| What contributed to the success of the college’s reforms? |  |
| How is this different from traditional practice? |  |
| How does this case study push your thinking about what is possible for students? |  |

# Keys to Becoming a 3.0 College

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| **Conduct analysis on and set goals for students' post-graduation success** |
| Set a living-wage standard and transfer/BA attainment benchmarks, and use them to assess all programs’ disaggregated enrollment and student outcomesClassify all transfer and workforce programs by post-completion valueSet goals to increase the number of students in high-value programs and decrease the number in low-value programs |
| **Pursue student-facing strategies that help more students enter and complete programs with strong post-completion value** |
| Align advising to the goal of every student making earlier and better program decisions and having a clear educational planHelp students make earlier program decisions through partnerships with K-12 schools and adult-serving organizations |
| **Implement strategies to strengthen the college's programs** |
| Expand high-value workforce programs and diversify the student populationDevise concrete strategy to recruit stranded workers into short-term credentials of value, with ladders into better jobs and further educationDevise strategies for strengthening, shrinking, or closing low-value workforce programsEnsure that students in pre-health programs have a path to a credential tied to a good job (either directly or after transfer/BA attainment)Go big on bachelor’s attainment, with targets for universities that will dramatically increase student outcomes through dual admission or other transformational modelsConnect general studies to majors |

# Activity: Making the Case for New Definitions of Student Success

***Analyze objections:*** *Discuss in small groups one or two of the possible campus objections. Note: This organizer continues on the following page.*

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| **Possible Campus Objections** | **Discussion Notes**  Consider:   * What is legitimate about this objection? * What might be the motivation behind this objection? * What is the best counterpoint to this objection? |
| “Completion outcomes are not valid measures of success because many students don’t come to college to complete a degree; they just come to take a few classes.” |  |
| “Assessment of learning is the domain of faculty and should not be subject to intrusion by administrators.” |  |
| **Possible Campus Objections** | **Discussion Notes**  Consider:   * What is legitimate about this objection? * What might be the motivation behind this objection? * What is the best counterpoint to this objection? |
| “Community colleges should not be judged based on labor market outcomes because of the wide array of factors outside the college’s control that impact students’ job placement and earnings.” |  |
| “We provide open access to all students. Whether they are successful after they transfer is really up to the four-year institution, the student, and their life circumstances.” |  |

# Activity: Making the Case for New Definitions of Student Success

***Response statements:*** *Independently develop and articulate a clear statement you might make in a presentation to your campus community about why, under your leadership, the college will focus on improving one of the outcomes in the graphic below. Choose one of the student outcome areas and write an individual statement. Get as far as you can, and do not worry if the statement feels incomplete. After 10 minutes, find a partner and share your statement. Provide one another with feedback, considering how their statement might be received by their campus community.*

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**NOTES:**

# Module 1 Reflection: Defining Student Success

*Take a few minutes to reflect independently on the following prompts:*

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| What are your takeaways from the module? What questions do you have? |
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| As a result of this learning, what might you: |
| …keep doing? |
| …stop doing? |
| …start doing? |