# **Leadership Academy for Student Success Module 1:** **Defining Student Success**

## Facilitation Guide

This guide provides an overview of the first module in the Leadership Academy for Student Success, originally led by the Success Center for Ohio Community Colleges. This curriculum is developed in partnership with the National Center for Inquiry and Improvement and the Aspen Institute College Excellence Program and draws from Aspen’s fellowship curriculum and additional modules developed for and by the OACC Leadership Academy.

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# Introduction

## Curriculum Overview

The curriculum is based on findings from the [Aspen Institute College Excellence Program](https://highered.aspeninstitute.org/), with aligned small group discussion activities and prompts to deepen and apply learning. This version of the curriculum is designed to provide mid-level community college staff and faculty with an understanding of critical student success and change management concepts. The goal is to prepare them to advance to more senior-level positions at their institutions or to more effectively lead from their current role.

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. The full sequence is included at the end of this module as a reference.

This curriculum is designed to help meet the following overarching Module 1 goals:

## 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.

## Facilitation Overview

This guide includes module details with facilitation guidance and suggestions for pre-work. A customizable PowerPoint deck and Participant Toolkit are included, along with the *National Models of Community College Excellence* reference document. This module is designed for in-person delivery; however, it can be adapted for the virtual environment. General virtual facilitation guidance, as well as additional considerations to deepen the learning, are at the end of this document.

This module will take 3-4 hours to deliver. We recommend that you take time in advance to adapt the suggested agenda and make any necessary customizations to curricular materials to fit your context. Facilitators with experience or knowledge of the module content will deliver the curriculum with the greatest impact. Talking points are included throughout the PowerPoint deck, though we encourage facilitators to put these notes into their own words and bring an institutional perspective to the curriculum where possible.

# Suggested Pre-work

### Consider having your participants complete this reading prior to your session:

* Read: [*Community College 3.0: What’s Next for the Student Success Agenda?*](https://belk-center.ced.ncsu.edu/wp-content/uploads/sites/128/2022/10/2016-Dallas-Herring-Lecture-Joshua-Wyner.pdf)
* Read: *National Models of Community College Excellence*

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 1

***Note****: This agenda provides the suggested structure and timing of the module. Adjust timing and add breaks as necessary for your delivery. Be aware that the referenced slide numbers and Participant Toolkit page numbers may change as you adapt materials for your context.*

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| **Estimated Timing** | **Session Details and Facilitator Notes** | **Materials** |
| **10-15 minutes** | **Welcome and Overview**   * Welcome participants to the session * Review:   + Module learning goals   + Module overview   + Pre-work assignments | *Slides 1-4 Participant Toolkit p. 2* |
| **15-20 minutes** | **Kickoff Activity: Defining Student Success**  *Facilitation notes:*   * *This session is intended to set the stage for the Community College 3.0 concept by giving participants time to reflect on different definitions of student success, including their personal definition and that of students. You may also ask participants to interview students on their campuses as part of the pre-work—participants can bring students’ responses to these questions to contribute to the conversation: “Why do you attend our college? What does success look like for you?”* * *We recommend having videos cued up in a separate browser rather than embedding videos (links in notes section of the PowerPoint), as embedded videos may be slow to load.* * *You can conduct the discussion as a whole group or at tables, depending on the number of participants.*   Independent Reflection (5-10 minutes)   * Prompts:   + Think about 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 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?   Videos and Group Discussion (10 minutes)   * Watch “Why College” videos   + [Video #1](https://www.youtube.com/watch?v=UdhlGAT0paw) (2:58) (Community College Survey of Student Engagement)   + [Video #2](https://www.youtube.com/watch?v=qk2aVhnWmzk) (1:41) (Community College Survey of Student Engagement) * Lead a whole group discussion **or** invite participants to discuss at tables.   + 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? | *Slides 5-6 Participant Toolkit p. 3* |
| **45-55 minutes** | **Evolving Definitions of Student Success & Community College 3.0**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *For the data slides, you may replace sample national data with state-specific data.* * *You may use a tool such as* [*Slido*](https://www.slido.com/) *or Zoom polls to have participants anonymously share where they think their college is on the 1.0-3.0 continuum (provide a close-ended question with answer choices in intervals of .5—1.0, 1.5, 2.0, etc.). You may ask for 2-3 volunteers to share why they selected the responses they did.*   Presentation (25-30 minutes)   * Evolving Definitions of Student Success & Community College 3.0   + Post-secondary education is critical to economic mobility.   + And yet, community college enrollments have been declining for over a decade.   + There are many reasons for these declines…   + Graduation rates have improved but still must get better.   + Completion is not enough.   + Broken transfer negatively impacts millions of students .   + Bachelor’s attainment varies by race/ethnicity.   + Bachelor’s attainment varies by income level.   + The number of good jobs for workers on the bachelor’s degree pathway will grow by more than 15 million net new jobs, while the number of good jobs on the high school pathway will decline by nearly 600,000. * How can community colleges deliver value and thrive?   + Community College 3.0   + Total fall enrollment at community colleges, 1963-2014   + Community College 1.0   + Community College 2.0   + Completion is important, but it’s not enough   + Community College 3.0   Turn & Talk (5-10 minutes)   * What questions do you have about what you heard? * Where do you think your college is on the 1.0-to-3.0 journey?   Presentation (15 minutes)  What are excellent colleges doing to achieve strong 3.0 outcomes for students?   * Student Outcomes Framework * Alamo Colleges District: Mandatory Advising Touchpoints for Students   + For more information, see: [*The 2021 Aspen Prize*](https://highered.aspeninstitute.org/media/64), pp. 6-9 * Valencia College:   + Creating and Sustaining Strong Transfer Partnerships   + Accelerated Skills Training and Short-Term Credentials   + Focus on Transfer and Baccalaureate Completion   + Focus on High-Quality Workforce Credentials * Amarillo College: Strengthening Programs and Student Support * Lake Area Technical College: Strengthening Supports for Students via Scheduling Reform * Imperial Valley College: Connecting Students to Programs of Value | *Slides 7-42 Participant Toolkit p. 4* |
| **60 minutes** | **Discussion: Community College 3.0 Examples from the Field**  *Facilitation notes:*   * *There are five National Models of Community College Excellence case studies. Depending on the number of participants, you may assign multiple groups to the same case study.* * *You may consider participants’ institutional contexts when assigning them to case studies, or you may assign case studies by table groups.* * *For virtual facilitation, we recommend sharing group assignments in advance. Ask participants to read all case studies but prompt them to be ready to discuss their assigned case study. During the session, skip the independent reflection and go straight to group discussion. (Assign breakout rooms during the preceding presentation.)*   Introduction (5 minutes)   * What are excellent colleges doing to achieve strong 3.0 outcomes for students? * Student Outcome Framework   Discussion: Community College Examples from the Field (20 minutes)   * Participants will have read the National Models of Community College Excellence case studies for pre-work. * During the session, participants will work in small groups to examine their assigned case study more closely. * Each small group will share their reflections with the whole group. * Participant instructions:   + Step 1 (10 minutes): Review your assigned case study and note:     - 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?   + Step 2 (10 minutes): Discuss your responses with your group.   Group Discussion and Closing (20 minutes)   * A spokesperson from each group will have one minute to share 3-4 findings from their case study with the whole group. * Keys to becoming a 3.0 college * Final reflections and questions   Presentation (15) minutes   * Keys to becoming a 3.0 college   + Conduct analysis on and set goals for students' post-graduation success   + Pursue student-facing strategies that help more students enter and complete programs with strong post-completion value   + Implement strategies to strengthen the college's programs * Q&A | *Slide 43-47 Participant Toolkit pp. 6-7* |
| **45 minutes** | **Activity: Making the Case for New Definitions of Student Success**  *Facilitation note: During this activity, participants’ own objections to a focus on post-completion success might surface. Consider how you might strategically group participants and how you might encourage them to challenge one another’s thinking (e.g., “Does anyone have a different perspective?” “Do you think that always has to be the case?”).*  In this activity, participants may consider how some stakeholders may push back against the idea of Community College 3.0 and post-completion success. Participants will analyze sample objections to this new definition of student success and consider what may be effective responses.  Analyze Objections (15 minutes)  Participant instructions:   * In small groups, discuss one or two of the following possible campus objections to the definition of student success we just discussed:   + “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.”   + “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.” * Use the following questions to guide your discussion:   + What is legitimate about this objection?   + What might be the motivation behind this objection?   + What is the best counterpoint to this objection?   Response Statements (20 minutes)  Participant instructions:   * Now, work independently to 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 listed in the chart.   + Choose one of the student outcome areas and spend 10 minutes writing an individual statement. Get as far as you can, and do not worry if the statement feels incomplete.   + Find a partner and share your statements. Provide one another with feedback, considering how their statement might be received by their campus community.   Whole Group Debrief (10 minutes):   * Who made a compelling case? Why was their statement compelling? * Why is it important that we advocate for an expanded definition of student success? * How can you do that in your current role? | *Slides 48-50 Participant Toolkit p. 8-10* |
| **10-15 minutes** | **Module Closing: Debrief and Reflections**  Independent Reflection (5 minutes)  Participants reflect:   * What are your takeaways from the module? * What questions do you have? * As a result of this learning, what might you:   + …keep doing?   + …stop doing?   + …start doing?   Walk & Talk (5 minutes)  Participants find a partner and discuss their reflections.  Group Debrief (5 minutes)  Allow a few participants to share closing reflections.   * What learning might you take back to your current role based on this module? * What might you share with others at your institution? | *Slides 52-55 Participant Toolkit p. 11* |

# Techniques for Virtual Facilitation

While originally built for in-person delivery, all our module materials are designed for easy translation to a virtual environment. If you are facilitating this module virtually, it will be helpful to keep the following tips in mind:

* It may save time to create breakout groups randomly. However, if you would like to create specific breakout groups for activities, we recommend you do so ahead of time, so the rooms are ready to deploy immediately after you give instructions.
* Facilitation options for group discussions include sending participants into random Zoom breakout rooms in partners or trios, or facilitating a whole group discussion using a virtual whiteboard, such as Mural, using the chat feature, or using the raise hand feature.
* For virtual delivery, we recommend you omit Walk & Talks/Turn & Talks or turn them into group discussions.

# Considerations for Additional Learning

Leadership Academy modules were originally situated within a larger session with further opportunities for customization. While not included in the open access materials package, consider including some of the following presentations or activities to enrich your facilitation of this module.

## Community College 101

In the Leadership Academy’s original delivery by the Ohio Association of Community Colleges, this module opened with a presentation about history of community colleges nationally and in Ohio. Consider providing your audience with information about the historical development of the community college purpose and mission, including specifics for your state or region.

## Higher Education in State Contexts

While the main module is intended to be adapted to your institutional context, consider offering additional session time to ground participants in your state context, using a mix of panels, presentations, and small group discussions/activities. We encourage you to keep in mind the following questions and considerations as you plan:

* What state-level context is necessary for participants to understand?
* Whose voice is important in the conversation?
* What structures best meet your goals for this module (e.g., panel, presentation, activity)?
* Consider how to include multiple perspectives: demographics, perspective (e.g., research, policy, practice, geographic representation of the state).
* Consider how to structure the session to allow for ample breaks and participant engagement.

## Fostering a Culture of Evidence

Data is used throughout the Leadership Academy to make the case for aligning reform to post-graduation outcomes. Consider offering a supplemental presentation to help participants identify the critical data needed to monitor student outcomes, key state data resources, and key performance indicators for your institution. A presentation may include:

* Review of commonly used acronyms in your state (e.g., LMI, EMM, SOAA, KPI)
* Walkthrough of any state data resources you would like participants to be familiar with (e.g., labor market data available to your colleges, KPI dashboards) and other commonly used web-based resources (e.g., U.S. Census Bureau)
* Leading/lagging indicators and the importance of disaggregated data
* An activity where participants explore a sample dataset to practice sensemaking and data literacy
* How data literacy and transparency cultivate an institutional culture of evidence

Leadership Academy Module Sequence

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. While these modules may be delivered as stand-alone learning sessions, we recommend referencing the sequenced curriculum below and considering if there is any content from other modules that may support your participants’ learning.

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| **Excellence in Student Success at Scale** | | |
| **Session 1: The Essential Roles of Leadership in Student Success** | **Session 2: Keeping Students’ End Goals in Mind** | **Session 3: The Student Experience** |
| Module 1: Defining Student Success | Module 2: Improving Labor Market Outcomes  Module 3: Improving Transfer at Scale | Module 4: Improving Teaching and Learning  Module 5: Aligning Completion Strategies to Post-Graduation Success |
| **Transformational Leadership to Advance Student Success** | | |
| **Session 4: Transformational Leadership for Student Success** | **Session 5: Institutional Capacities to Advance Reform** | **Session 6: Strategic External Partnerships and the Leadership Journey** |
| Module 6: Leadership Qualities for Student Success | Module 7: Leading Finance Strategically to Advance Reforms  Module 8: Leading Strong Teams for Transformational Change | Module 9: Leading Highly Effective Strategic External Partnerships  Module 10: Scaling and Improving Dual Enrollment |