# **Leadership Academy for Student Success Module 5:** **Aligning Completion Strategies to Post-Graduation Success**

## Facilitation Guide

This guide provides an overview of the fifth 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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### *Thank you to the Ascendium Education Group, the ECMC Foundation, and The Kresge Foundation for their support of scaling the Leadership Academy for Student Success.*

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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 5 goals:

* Understand the importance of centering post-graduation success in completion reforms
* Articulate scaled strategies and practices leaders can use to drive improvement in completion

## Facilitation Overview

This guide includes module details with facilitation guidance. A customizable PowerPoint deck and Participant Toolkit are included. 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 2.5-3 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.

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 5

***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 minutes** | **Welcome and Overview**  Welcome (10 minutes)   * Welcome participants to the session * Review:   + Module learning goals   + Agenda for the full module | *Slides 1-3 Participant Toolkit p. 2* |
| **10-15 minutes** | **Defining the Issue**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *We recommend playing the student videos from separate browser tabs using the two links below to avoid any issue with the embedded videos not playing properly from the slide deck.*   Defining the Issue (10 minutes)   * Graduation rates have improved but still must get better. * Why does adding a focus on post-completion success matter so much? * Student Video #1: [Advising: Making Students Feel Like More Than Just a Number (youtube.com, Center for Community College Student Engagement)](https://www.youtube.com/watch?v=upS2NvmkH6w&t=1s) * Student Video #2: [Advising: Successful because of an advisor (youtube.com, Center for Community College Student Engagement)](https://www.youtube.com/watch?v=barQeX8l6_E)   Group Debrief (5 minutes):  What reflections do you have from these student videos? | *Slides 4-9 Participant Toolkit p. 3* |
| **45-50 minutes** | **Aligning Completion Strategies to Post-Graduation Success**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *Multiple case studies are presented. Select the case studies most relevant to your context.*   Introduction (5 minutes)   * Two paths to economic mobility * Aligning completion strategies to post-graduation success   + Strong programs   + Quality program maps   + Tailored education plans   + Prioritized academic and nonacademic supports   **Strategy 1:** Strong programs  Presentation (10 minutes)   * Overview * Ensuring strong programs requires classifying them by post-completion value * Program classification: analysis and inquiry * Strengthen the program portfolio   **Strategy 2:** Quality program maps  Presentation (10 minutes)   * Overview * High-quality transfer program maps * High-quality workforce program maps * Examples: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Durham Technical Community College (Urban setting in North Carolina's Research Triangle)     - Regularly updated Course Selection Guides for major-specific pathways, based on Transfer Degree Plans and major requirements from four-year universities     - Students are socialized to the guides through a required transfer-specific student success course and mandatory advising; guides are also prominently placed on the college's website     - For more information, see:       * [Durham Technical Community College Program Maps](https://www.durhamtech.edu/programs-pathways/durham-tech-programs-list)       * [*The Transfer Playbook 2.0*](https://highered.aspeninstitute.org/media/952), pp. 44   + Northern Virginia Community College and George Mason University ADVANCE     - Scaling, dual admission, guided-transfer program designed to guarantee 60+60 credits = bachelor’s degree in the D.C. metro area     - Annual ADVANCE Academic Summit     - Four-year map includes course-level transfer information and four-year degree requirements     - For more information, see:       * [ADVANCE program maps](https://www.nvcc.edu/admissions/transfer/mason/advance/pathways.html)       * [*The Transfer Playbook 2.0*](https://highered.aspeninstitute.org/media/952), pp. 35-36   **Strategy 3:** Tailored education plans  Presentation (10 minutes)   * Overview * Make early/better student program decisions and tailored plans inevitable by the end of first year * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Wallace State Community College (rural college in northern Alabama)     - 2025 Aspen Prize Rising Star     - Students translate program maps into tailored education plans during a freshman-level success course that is required for graduation     - For more information, see [*The 2025 Aspen Prize*](https://highered.aspeninstitute.org/media/956), pp. 14-15   + Lorain County Community College     - Regional approach emerged as Career by Design in collaboration with Team NEO     - Career by Design trains advisors on the regional labor market demand so they know where the jobs are and what credentials each job requires. * Include dual enrollment in planning strategy * Case study: Imperial Valley College (rural community on the U.S.-Mexico border)   + - 2023 Aspen Prize winner     - IVC offers dual enrollment in 14 out of 15 K-12 districts in its service area with advising from both IVC and high school staff     - 60%-70% of high school graduates in service area enroll at IVC (70%-80% of dual enrollment students)     - For more information, see: [*The 2023 Aspen Prize*](https://highered.aspeninstitute.org/media/60), pp. 10-13   **Strategy 4:** Prioritized academic and nonacademic supports  Presentation (10 minutes)   * Overview * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Alamo Colleges District (system of 5 community colleges serving the greater San Antonio metropolitan area)     - 2021 Aspen Prize winner (San Antonio College)     - 15/30/45 credit milestones     - Caseloads by Institute at 300:1     - Increased three-year graduation rate from 19.9% to 30.4%     - For more information, see: [*The 2021 Aspen Prize*](https://highered.aspeninstitute.org/media/64), pp. 6-9   + Amarillo College (12,000 students in a suburban area serving a large agricultural region; Hispanic Serving Institution)     - 2023 Aspen Prize winner     - Mandatory tutoring for students in courses essential for graduation (including required math and English courses)     - Over four years, the overall graduation and transfer rate rose 8 percentage points; the rate for students of color rose 9 percentage points     - For more information, see: [*The 2023 Aspen Prize*](https://highered.aspeninstitute.org/media/60), pp. 6-9   + Indian River State College (semi-rural school in Florida, located over 60 miles from the nearest four-year university)     - 2019 Aspen Prize winner     - Faculty generate early alert ReachOuts to make advisors aware of struggling students.     - RiverSupport informs students about more than 150 social service and academic resources in the community.     - IRSC’s Health and Wellness Center offers counseling and referral services, wellness checks, a food pantry, and free immunizations.     - For more information, see: [*The 2019 Aspen Prize*](https://highered.aspeninstitute.org/media/98), pp. 9-12 * Key concepts for keeping students on plans and supporting them along the way * Summary: Completion for post-graduation success   Reflections and Questions (5 minutes)  What questions or reflections do you have? | *Slides 10-37 Participant Toolkit pp. 4-8* |
| **20-25 minutes** | **Discussion:** **Structuring Completion for Student Success**  Group Discussion (25 minutes)   * What are the strengths of your college’s completion reforms? * Based on today’s learning, what opportunities do you see to strengthen completion reforms? * What is one high-leverage change your college could make to better align completion with post-graduation outcomes? What stakeholders do you think would be involved? | *Slides 38 Participant Toolkit p. 9* |
| **45-60 minutes** | **Panel Discussion: Defining Student Success Beyond Completion**  *Planning considerations: There are no standardized curricular materials for the panel discussion. We recommend inviting innovative faculty leaders from institutions with strong outcomes from your local or state context. We encourage moderators to share the Aspen Completion for Post-graduation Success Framework with panelists ahead of time via email. We also recommend meeting with panelists either in person or via Zoom to address any questions they may have on the curriculum for this module and develop a series of interview questions and responses. We recommend selecting key ideas from each of the Completion for Post-graduation Success strategies and using them to create question prompts. This will ensure alignment between panelists’ reflections and the curricular materials. Optional prompts are below. Customize the questions to align with panelists’ strengths and experiences.*   * *How is the value of programs evaluated at your institution? How does the college ensure students are graduating into jobs that provide a livable wage?* * *How have your strengthened program maps to support completion?* * *How have you structured advising systems that help students get on a degree pathway to a good job and complete a credential?* * *What nonacademic supports have you seen have the largest impact on student completion and post-graduation success?* * *What are the keys to developing a college culture where the definition of student success extends beyond completion to owning workforce outcomes? To owning transfer outcomes?*   *We recommend limiting the panel discussion to 30-45 minutes. This will allow 10-15 minutes for participants’ questions.* | *Slide 39 Participant Toolkit p. 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 and reflections from your workforce practice assessment, 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 40-43 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 the following activity to enrich your facilitation of this module.

## Activity: Assessing Program Map Quality

Consider offering additional session time for participants to evaluate the effectiveness of current program maps at their college. If you choose to include this activity, ask participants to bring digital or printed copies of 2-3 program maps from their college. If their college has workforce and transfer programs, they should bring at least one of each.

Prompt participants to use the following questions as they assess the quality of their program maps. Prompt participants to reflect using the strong program map criteria from slides 19-20 (These criteria are also included on the following page of this Facilitation Guide. If including this activity in your session, we recommend including these criteria in your Participant Toolkit).

* Overall, how would you describe the quality of your program maps?
* How do your college’s program maps affect the student experience?
* What is the biggest area for improvement?

# Activity: Assessing Program Map Quality

# A diagram with blue arrows Description automatically generated**From traditional transfer maps to strong transfer maps**

# A diagram of a workflow AI-generated content may be incorrect.**From traditional workforce maps to strong workforce maps**

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.

If delivering Module 5 (Aligning Completion Strategies to Post-Graduation Success) as a stand-alone module, we recommend reviewing Module 1 to consider what additional content from this module might 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 |