Student Support
(Re)defined

Participating Colleges Convening

College Team
Facilitators’ Presentation
COLLEGE TEAM DISCUSSION

Your College’s Findings & Student Success Factor Exploration
College Team Warm Up: Motivations & Perspectives

• What motivated you to join this discussion today?

• How do you define student support?
College Team Activity 1a: Your College’s Findings

1. Which of these findings resonate most with you & your work with students?

2. Do you believe these findings reflect the students at your college? If yes, how? If not, why not?

3. What, if anything, have you already done to act on or explore these findings at your institution?

4. What additional questions do these findings raise for you as you consider strengthening student support on your campus?
College Team Activity 1b: Student Success Factor Selection

Based on our discussion of your college’s findings, which factor do you want to explore more deeply in the afternoon?
Lunch Discussion

Sit with someone you don’t know and share…

1. Your immediate reactions to the study’s findings

2. An effective practice, approach, policy or strategy your college is currently implementing related to one or more of the six success factors
COLLEGE TEAM DISCUSSION CONTINUED . . .

Student Success Factor Exploration
College Team Activity 2: Directed Your College’s Current Practice

1. When, where & how are students provided with specific information about how to develop an educational plan? How is that plan revised as needed?

2. What different support approaches & strategies are provided for students with a clear goal in mind versus those who are undecided?

3. What resources & tools do faculty, counselors & other student services professionals have in order to incorporate activities at the course level that help students develop direction?
College Team Activity 3: Directed Student Suggestions for Action

• Help students form a goal by providing discipline-specific guidance & advising as part of the structure of your classes (faculty)

• Based on their goals, provide students with a realistic sense of the time they are likely to spend at the institution; explain most students spend over two years & help them understand the important role their CC experience will play in their educational journey (counselors)

• Integrate career counseling & job considerations into academic advising (counselors, faculty)

• Seek out first-generation & undeclared students to provide specialized assistance (administrators)

• Connect as many students as possible to special programs & home-grown support initiatives that help them identify a direction early (faculty, counselors, staff, administrators)
College Team Activity 2: Focused Your College’s Current Practice

1. On your campus, what are some of the specific ways that administrators, faculty & staff help students stay motivated to realize their academic goals?

2. When are students most likely to become less motivated & what is being done to help them remain focused?

3. What structures are in place to help students monitor & track their progress toward their goals?
College Team Activity 3: Focused Student Suggestions for Action

• Help students form a goal by providing discipline-specific guidance and advising as part of the structure of your classes (faculty)
• Based on their goals, provide students with a realistic sense of the time they are likely to spend at the institution; explain that most students spend more than two years and help them understand the important role their community college experience will play in their educational journey (counselors)
• Integrate career counseling and job considerations into academic advising (counselors, faculty)
• Seek out first-generation and undeclared students to provide specialized assistance (administrators)
• Connect as many students as possible to special programs like EOPS, DSPS and home-grown support initiatives that help them identify a direction early (faculty, counselors, staff, administrators)
College Team Activity 2: Nurtured
Your College’s Current Practice

1. In what ways does the institution make explicit to students—particularly historically underrepresented & first-generation learners—that someone at the college cares about them & their success?

2. What types of support does the college provide to faculty & staff to help you understand the range of ways—both small & large—to show you care about students & their success?

3. What does the college do to encourage &/or facilitate students nurturing other students?
College Team Activity 3: Nurtured Student Suggestions for Action

- Express to students that you care about their success & that you are there to support their achievement (all practitioners)
- Make students feel welcome on campus (all practitioners)
- Show students you care through simple gestures like knowing their name & asking how they are doing (all practitioners)
- Recognize students’ potential & encourage them to use their skills & abilities to help others (all practitioners)
College Team Activity 2: Engaged 
Your College’s Current Practice 

1. In what ways do faculty already promote classroom and campus engagement at your college—either in their courses &/or programs? Which educational programs on your campus do this particularly well? 

2. What professional development & ongoing support do faculty have to ensure they use engaging, student-centered pedagogical approaches in their courses & programs? 

3. What opportunities exist on campus for students to be actively involved in experiences & activities that will help them be or become more engaged learners?
College Team Activity 3: Engaged Student Suggestions for Action

- Help students navigate their way to offices, services & supports (all practitioners)
- Help students learn about engagement opportunities including extracurricular activities & clubs (all practitioners)
- Widely promote opportunities for students to engage in clubs, extracurricular activities & campus leadership (all practitioners)
- Show energy & passion for your subject matter & work (all practitioners)
- Provide feedback to students (faculty, counselors)
- Expect more from students’ academic performance (faculty, counselors)
- Create opportunities for open for open dialog & engagement in & out of class (faculty, administrators)
- Reward participation in & out of class with extra credit (faculty)
College Team Activity 2: Connected Your College’s Current Practice

1. In what ways has the college created spaces where students can build personal connections that allow them to support & encourage each other?

2. How is the time students spend in the classroom structured to help them be more connected to their peers, faculty & the institution as a whole?

3. How does your college help faculty & staff feel connected to your institution & develop an awareness of how their work links to students’ success?
College Team Activity 3: Connected
Student Suggestions for Action

• Widely promote opportunities for students to engage in clubs, extracurricular activities & campus leadership (all practitioners)
• Recognize how your own role at the college contributes directly or indirectly to student success (all practitioners)
• Consider ways to bolster the community college image not as an educational stop-over but as a place of pride & worth in the students’ postsecondary experience (administrators)
• Form study groups (students, faculty)
• Formally or informally mentor fellow students (students)
  Proactively meet people in class & exchange contact information (students, faculty)
• Join student clubs & organizations (students)
College Team Activity 2: Valued Your College’s Current Practice

1. In what ways are students being connected to leadership, mentorship & service opportunities both on campus & in the larger community?

2. What opportunities already exist that allow students to provide constructive input & feedback on what happens at the college, both inside & outside the classroom, & through formal & informal means?

3. Where has the institution created safe spaces where students can share their cultural, family & work experiences & learn from those of others?
College Team Activity 3: Valued Student Suggestions for Action

- Widely promote & help students learn about engagement opportunities like extracurriculars & clubs (all practitioners)
- Offer opportunities for students to share input on your course(s) (faculty)
- Call on students in class & offer opportunities for open dialog (faculty)
- Offer ways for students to incorporate & honor their own culture, history & traditions (faculty)
- Encourage students to connect with peers & offer in-class opportunities to do so (faculty, counselors)
- Reward students’ participation in class (e.g., with extra credit or as part of their grade) (faculty)
- Recognize students’ potential & encourage them to use their skills & abilities to help others (faculty, administrators, counselors, staff)
College Team Activity 3 (continued): Your Reactions to Student Suggestions

1. What are your initial reactions to the students’ suggestions?
2. When you review these suggestions from students, which practices seem most actionable?
3. What opportunities & challenges do you see to being responsive to students’ suggestions?
4. In what ways could students’ suggestions be addressed in light of current budget constraints?
5. How do these suggestions relate to other high-priority success factors your college is hoping to address?
COLLEGE TEAM DISCUSSION CONTINUED . . .

Your Ideas for Action & Next Steps
College Team Activity 4a: Your Ideas for Action

Take a few minutes to brainstorm one to three specific change ideas designed to help more of your institution’s students &/or critical populations experience the factor being discussed.

Record your ideas on the College Team Worksheet.
College Team Activity 4b: Your Next Steps

Given this convening process, what next step(s) will you take when you return to your campus?

Record your ideas on the College Team Worksheet
College Team Activity 5: Cross-College Sharing

Be prepared to discuss the following with colleagues from the other colleges:

1. An overview of your college’s small group work
   - Which factor did you select?
   - What resulted from the conversation?

2. A practice, policy or approach you might change as result of the research