michigan community college association
LEADERSHIP ACADEMY

Convening 2
The Student Experience

Participant Toolkit

November 7-8, 2024

Session Goals/Objectives
- Articulate scaled strategies and practices to increase students' workforce outcomes, including through effective partnerships with employers
- Articulate scaled strategies and practices to increase students' transfer and bachelor's attainment outcomes, including through effective partnerships with four-year colleges and universities
- Analyze transfer and labor market data to identify challenges and opportunities
- Refine and further develop student success project

Logistics
- Meeting materials (agenda, pre-work, slides, and handouts) are available on the MCCA Events website. Select Leadership Academy from the menu and find today's convening.
- Business casual attire is appropriate for fellows throughout the convenings. Evening activities are casual.

Agenda Overview
- Thursday, November 7, 2024, from 11:00 am – 4:30 pm.
- Monday Evening Dinner (On your own, strongly encouraged for you to go to dinner with your colleagues)
- Friday, November 8, 2024, from 8:30 am – 12:30 pm.

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Student Success Projects

Write out a draft problem statement that captures the issue in terms of (1) the evidence and (2) how it relates to the college mission and goals. Start to identify specific goals, measures, and timeframes that will need to be put in place to engage key stakeholders (internal or external) in addressing the challenge. Think about the following questions as you begin this work:

- What specific problem or issue are we aiming to address through our project?
- What existing research, literature, or data sources are accessible that pertain to our focus area, and how might these assist in our exploration?
- How many students should be or can be directly helped?
- What specific measurements can be used to monitor success?
- What is a reasonable timeline in which to address this issue?

Student Success Project Rubric

Focus Area: _____

Problem Statement	
Goals for Improvement	
Timeframe for Improvement	
Measures of Success	
Data Sources	

Student Success Project Next Steps

Conduct Research & Analysis		
Activity	**Outcomes**	**Team Member(s)**
Engage in Comprehensive Literature Review: Examine academic journals, reports, and other publications to grasp existing theoretical frameworks and concepts.	A summary of key frameworks and concepts, and influential researchers identified from the literature should be shared.	
Analyze Secondary Data Sources: Identify relevant datasets and mine them for insights. This can include historical data, existing surveys, and previous research findings. Highlight patterns, correlations, or anomalies in the data.	A summary sharing data trends and sources.	
Exemplar colleges: Who is doing this work really well nationally as well as in the state?	A summary of exemplary colleges/programs should be shared as potential case studies.	
Stakeholder Engagement		
Activity	**Outcomes**	**Team Member(s)**
What are the experts saying? Identify and read from researchers and industry experts who speak about this topic in the media.	A summary highlighting key insights. Be sure to include if there are any areas where experts disagree.	
Engage Students' Perspectives: Find interviews, past webinars, or articles that showcase student voices around the topic area. Bonus if the content is less than two years old.	A summary highlighting the recurring themes, concerns or sentiments expressed by students.	

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Kickoff Activity: Perceptions on Improving Teaching and Learning

Directions: *In your breakout groups, spend the next 25 minutes discussing the questions below.*

Which faculty members at your college are excellent teachers? How do you know?

Which institutional leaders most value excellent teaching? How do they demonstrate this?

How (and how often) does your president communicate to the college that they strongly value student learning and high-quality teaching? What specifically does the president do or say to the college community that signals their leadership in improving teaching and learning?

What new or different strategies might college leaders use to demonstrate the institution values highly effective teaching that results in high levels of student learning? Consider what you've seen at your institution or elsewhere.

Strategies for Improving Teaching & Learning

| Understand student, faculty, governance, and national context | → | Elevate innovative faculty and bring them to the center of reform | → | Institutionalize systems and practices for sustained improvements |

NOTES:

Aspen's Teaching and Learning Framework—Part 1

Understand student, faculty, governance, and national context

- Student learning outcomes and challenges
- Faculty innovation
- Research from the field

GUIDING QUESTION:
How can you apply these strategies to your context and/or role?

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Aspen's Teaching and Learning Framework—Part 2

**Elevate innovative faculty and bring them to the center of reform**

- Find and elevate the faculty doing the best work
- Charge innovative faculty leaders with developing a strategy to advance student learning goals
- Encourage a bold vision—rooted in why this work matters
- Give innovative faculty leaders the structures and resources they need to implement and scale
- Hire and support good middle managers
- Understand what elements of governance prevent innovative faculty from scaling and systematizing excellent and equitable teaching practices
- Deepen trust by showing up

GUIDING QUESTION:
How can you apply these strategies to your context and/or role?

Aspen's Teaching and Learning Framework—Part 3

Institutionalize systems and practices for sustained improvements
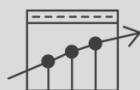
- Human capital
- Finance and budgeting priorities
- Data use protocols
- Unions, senate, and faculty leadership

GUIDING QUESTION:
How can you apply these strategies to your context and/or role?

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Reflection on Module 1: Improving Teaching and Learning

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

What are your takeaways from Module 1? What questions do you have?

As a result of this learning, what might you:

- …keep doing?

- …start doing?

- …stop doing?

Module 2: Structuring Advising to Achieve Excellent and Equitable Student Outcomes
Activity: The Student Journey

Directions: *Take 10 minutes to reflect with a partner on the following questions as you consider how to improve students' advising experiences.*

What was your advising experience like as a student?

If you could design the ideal advising experience, what elements would you include?

Defining the Issue

GUIDING QUESTION:
Why is advising—including program onboarding—so important?

NOTES:

Structuring Advising to Achieve Excellent and Equitable Student Outcomes

GUIDING QUESTIONS:
- How can advising systems align to a vision for Community College 3.0?
- What does Advising 3.0 look like in action?
- How can onboarding encourage students to make earlier and better decisions?

NOTES:

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Activity: Assessing Program Map Quality

Directions: Review the characteristics of traditional and transformational program maps in the charts below. Reflect on your college's program maps to answer the questions on the following page.

From traditional transfer maps to strong transfer maps

Traditional transfer maps...		Strong transfer maps...
Contain a list of courses for a community college degree, often including many "electives"	→	**Map Major-Specific Transfer Paths Through Bachelor's Completion** Include the specific courses that are required by the four-year institution in a major.
Only show the list of distribution requirements; provides no guidance on which courses to take or when to take those courses	→	**Show an Adaptable Sequence of Courses** Show an adaptable term-by-term sequence of courses that advisors and students can use to create individualized educational plans.
Don't contain information about careers aligned with bachelor's degrees	→	**Link to Post-Graduate Outcomes** Link to information about careers aligned with a bachelor's degree, and, if applicable, information about advanced degrees required for good jobs (e.g., biology, psychology).
Are not consistent on websites and in other informational materials provided by community college and four-year partner institutions.	→	**Coordinate Information Across Partners** Are consistent in messaging and information between institutions.

From traditional workforce maps to strong workforce maps

Traditional workforce maps...		Strong workforce maps...
Are created by community college faculty and advisors with little input from employers.	→	**Create Workforce Program Maps in Partnership** Are created in partnership with industry sectors and employers, recognizing that their definition of necessary skills, coursework, and work-based learning is paramount to creating pathways that actually align with good jobs.
Only show a list of distribution requirements, which provides inadequate guidance on what to take.	→	**Show Required Courses in the Order They Should Be Taken** Show a structured course sequence, or adaptable sequence of courses, that advisors can use to create individualized educational plans.
Do not intentionally incorporate opportunities or requirements for work-based and applied learning.	→	**Connect to Work-Based Learning and Applied Learning Opportunities** Contain opportunities and requirements for work-based and applied learning within and alongside (e.g., in internships) the adaptable course sequence so every student engages in work-based learning.
Do not clearly link to post-completion outcomes.	→	**Link to Post-Graduate Outcomes** Link to career ladders that show how the current credential program prepares students for specific jobs, as well as what additional credentials are needed to advance up the ladder.

Activity: Assessing Program Map Quality

Directions: Review the characteristics of traditional and transformational program maps in the charts on the previous page. Reflect on your college's program maps to answer the questions below.

Overall, how would you describe the quality of your program maps? Use the criteria for transformational program maps on the previous page.

How do your college's program maps affect the student experience?

What is the biggest area for improvement?

Independent Reflection

Directions: *Consider the traditional and transformational advising practices from the presentation. Annotate the list below (continues on the next page). For each practice, indicate which column best reflects the practices at your college.*

Domain	Traditional	Transformational
Perspective on Undecided Students	Viewing large numbers of undecided students as the norm and not a problem	● Shared understanding that "undecided" includes students in general studies AA programs (excluding pre-major) and that these students are often less likely to succeed
Goals for Advising	Focused on enrollment, retention, and completion	● Focused on reducing the number of students who are undecided or enrolled in low-value pathways and increasing the number enrolled in and completing high-value programs (including with equity goals in mind). Systems are designed to help students make earlier and better choices.
Focus of Advisor Accountability	Focused on enrollment, retention, progress, and other 2.0 measures	● Focused on reducing the number of "undecided" students and increasing those in high-value programs/credentials with clarity on advisor's role (possibly including KPIs).
Focus of Advisor Professional Development	Focused on increasing enrollment and retention, connecting students to supports	● Focused on helping students choose, enter, and complete high-value programs of value in a timely manner and helping students make better program choices, including by understanding transfer and job opportunities.
Focus of Dual Enrollment and K-12 Strategy	Focused on enrolling students in courses based on student interest and goal of HS graduation	● Focused on connecting students to high-value programs of study early and ensuring course choices are aligned to program choice/exploration.

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Domain	Traditional	Transformational
Partnerships with Adult-Serving and Workforce Organizations	Relying on traditional marketing with these organizations	● Partnering with these organizations to better understand what programs adults want/need and ensure that marketing to and connections with adults are aligned to programs that lead to steppingstone or good jobs
Advisor Placement	Advisors work with students based on advising division (e.g., are dedicated to career services, veterans, student success, and enrollment)	● Advisors are embedded in programs to ensure specialized knowledge of academic programs and post-graduation opportunities.
Timing of Student Program Decision	Advising is agnostic as to when students decide on a program of study or transfer	● Strategy implemented to maximize the number of students who make program decisions (including transfer destination and pre-major) by 15 and 30 credits.
Transfer Advising	Transfer advising is optional, and few resources are dedicated to transfer advising	● Every liberal arts student gets substantial transfer advising, and adequate institutional resources are dedicated to transfer advising. The major focus of the advising structure is targets for students to decide transfer destination/major by 30 credits, including ways to measure progress and improve.

Discussion: Structuring Advising to Achieve Excellent and Equitable Student Outcomes

What are the strengths of your college's advising structure and practices, including how you onboard students? Refer to the traditional and transformational advising charts.

Based on today's learning, what opportunities do you see to improve advising structures? Refer to the traditional and transformational advising charts.

What is one high leverage change that your college could make to better align advising systems with post-completion outcomes? What stakeholders do you think would be involved?

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Reflection on Module 2: Structuring Advising to Achieve Excellent and Equitable Student Outcomes

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

What are your takeaways from Module 2? What questions do you have?

As a result of this learning, what might you:

- …keep doing?

- …start doing?

- …stop doing?

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