

Workshop Designs for the Student Success/Completion Agenda
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January 2013

Terry O'Banion gives permission to anyone who wants to use these workshop designs.

Guidelines for Workshops

1. Workshops are tailored for the priorities and culture of the college.
2. Workshops are related to the theme of the opening presentation on student success and completion.
3. Workshops are limited in what can be accomplished because of the brief amount of time involved and because of competing events in the day's schedule. Consider workshops as opportunities to introduce participants to possibilities and to experience the flavor of selected key ideas.
4. Workshops are ideal for groups of 20 to 40 participants but can be designed for as few as 10 and as many as 100 or more.
5. Basic designs include groups of 8 or so participants sitting around a table to interact on issues; 6 to 8 round tables in a comfortable room where everyone can hear is ideal.
6. Colleges identify the groups to participate in the workshop. Some groups for which workshops have been held include academic leaders, student service staff, student success committee, president's cabinet, selected faculty, or support staff. Mixed groups of various staff can also work.
7. Workshops can be designed for one hour to two hours; one and a half hours is often ideal depending on the schedule for the day's event.
8. Usually a facilitator and a recorder/reporter are required for each table. The workshop facilitator will ask for volunteers unless the college wants to orchestrate a more structured plan and identify these leaders ahead of time.
9. A projector all can see and a laptop are required to present workshop directions and to facilitate reports.
10. Materials for duplication will be sent ahead of time.
11. Colleges are urged to tie the outcomes of the workshop to continuing work. Colleges should plan to collect lists of issues, recommendations, etc. that emerge in the workshop and follow up with the participants.
12. Terry O'Banion can facilitate/orchestrate the workshops or members of the college staff may do so.

Workshop # 1—Institutional Conditions for Student Success

The purpose of this workshop is to assess the current level of selected conditions and to identify actions the college should take to improve the conditions.

Workshop Design: Divide participants among tables and distribute one of the questions below to each table with the charge:

1. To what extent is this condition a challenge at your college? Rate it on a 5 point scale from 1 = Low challenge to 5 = High challenge.

2. What 3 actions should the college take to improve and implement the condition and to turn the rating into a 1 = low challenge?

Institutional Conditions to Support Student Success and Completion

1. A key leader or core of key leaders must champion the Student Success/Completion Agenda and be able to rally a critical mass of faculty and staff to commit to the effort.
2. College stakeholders must abandon organizational silos and partitions and engage with each other in a spirit of collaboration: Student success is everyone's business.
3. The college must be committed to a "Culture of Evidence" in philosophy and practice as a foundation for all decisions—to the extent it is possible.
4. The college must partner with high schools and universities to create seamless student success pathways.
5. Colleges will apply appropriate technological innovations to create, implement, and monitor the student success pathways to optimize efficiency and effectiveness.
6. Colleges will realign current resources and identify potential new resources—funding, personnel, facilities, and community support—to achieve the goals of the Student Success/Completion Agenda.
7. Colleges will create and implement guidelines for rapid, expansive "scaling up" of successful programs and practices.
8. Professional development for all college stakeholders will focus on student success and completion as the highest priority.

These conditions can be modified to better reflect the priorities of the college; some can be deleted; others can be added.

Workshop # 2—Guidelines for Student Success

The purpose of this workshop is to determine the actions the college should take to implement the guidelines.

Workshop Design: Divide participants among tables and distribute one guideline to each table with the assignment: Agree on 3 key actions, programs, or practices the college should support to implement the guideline.

Six Guidelines That Support Student Success

1. Every student will make a significant connection with another person at the college as soon as possible.
2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.
3. Every student will be placed in a “Program of Study” from day one; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.
4. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.
5. Students will engage in courses and experiences designed to broaden and deepen their learning.
6. Students will participate as full partners in navigating college services and curriculum and will take primary responsibility for their own success.

These are the six guidelines for student success that will be reviewed in the presentation. For the workshop some guidelines can be deleted or modified. Another variation is to assign groups the task of agreeing on the top 3 guidelines the college should support; additional guidelines to these six can be proposed and considered by participants to determine the top 3. Once the entire group agrees on the top 3 guidelines each table is then asked to agree on the 3 key actions, programs, or practices the college should support to implement each of the top 3 guidelines.

Workshop # 3—Key Questions Related to Student Success

The purpose of this workshop is to identify 5 or 6 key questions deemed important by the college and to agree on actions.

Workshop Design: Distribute one question to each table; directions are embedded in the question. The following list of questions was used in August 2012 with about 75 managers at Long Beach City College in California:

1. List at least 3 practices or actions the college can implement to ensure that every new student feels connected to someone at the earliest possible time they begin engaging the college.
2. What are the 3 priority programs or practices LBCC should focus on in concert with area high schools to improve student success and completion?

3. For students who are not ready for college credit courses, what are the 3 priority programs or practices LBCC should focus on to improve student skills and knowledge so they can be successful in college credit courses?
4. To ensure that new students can successfully navigate the intake processes (admissions, assessment, orientation, advising, placement, financial aid, registration, etc.) so they are prepared to begin classes, what are the 3 priority programs or practices LBCC should make mandatory for all students?
5. To ensure that students will be successful and not drop out of the first term in college, what are the 3 priority programs or practices LBCC should implement?
6. List at least 5 significant milestones of student success appropriate to the culture of LBCC the college should establish to mark important achievements for students and for the college?
7. For students who have made good progress and are beginning to plan for employment or transfer, what are the 3 priority programs or practices LBCC should provide these students to help them make a successful transition?

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