

Student Success

Success for *All* Students...on that much, we can agree!

A Facilitated Discussion led by Austin Grimmert, J.D., and Chris Gilmer, Ph.D.

Excerpt from “The Second Coming” by William Butler Yeats

“Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity...”

The Student Cycle: Recruitment, Retention, Completion, Career Placement

1. Recruitment

- College readiness
- Open admission
- Early college, dual enrollment
- Relevant academic/workforce programs
- Cost, value proposition

2. Retention

- Satisfactory academic progress
- Tutoring
- Mentoring
- Wrap-around support
- Advising

3. Completion

- Mental health services
- Financial aid
- Flexible scheduling
- Flexible delivery
- Experiential learning

4. Career Placement

- Traditional career services
- Internships
- Alumni support
- Business and industry partnerships
- “Build to spec” programs

Equity Considerations

- Offering tailored experiences based on race, sex, gender, etc.
- Creating equality in availability of resources
- Developing personalized educational plans
- Offering tailored mentorships based on veterans or first-generation status, sexual orientation, etc.
- Viewing and serving students as holistic persons (we are all more than any one label)
- Building empathy campus-wide
- The Tolerance, Acceptance, Celebration Continuum
- The Laws, Policies, Procedures, Practices Continuum

Instructions, Part One

- Each participant will be assigned to one of four groups with each group based on one step in the student cycle.
- Each group will discuss its step, striking from the list provided anything that does not belong and adding to it additional elements which are essential to the success of diverse students and all students.
- Discuss within your group. Part one will not be formally reported out to the large group (eight minutes total).

Instructions, Part Two

- Each group will have the same assignment.
- Consider the list of “Equity Considerations” provided. Strike from it anything that does not belong, and add to it additional equity considerations.
- Discuss within your group. Part two will not be formally reported out to the large group (eight minutes total).

Instructions, Part Three

- Apply your revised list of equity considerations to your step in the student cycle. Consider that you are overlaying the equity list onto the student cycle.
- Three Questions: What is missing from one list or the other? Where do the lists contradict? Most important, where do the lists match and complement each other?
- Where the lists match and complement, hopefully we find opportunities to embed the work of diversity, equity, inclusion, and belonging (DEIB) into the work of student success.
- Make a list of specific opportunities for embedding DEIB into student success. Discuss within your group (eight minutes). Part three will then be formally reported out to the large group and processed depending on how much time is remaining.

Notes:
