

Student Success: From perceptions and definitions to actions

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Problem

- Definitions and perceptions of Student Success differ among faculty and students and across campuses.
- Student success often limited to academics.
- Services and tools may not match perceptions and definitions.

Plan

- Capture student and faculty perceptions of student success at three university schools of nursing via shared anonymous Qualtrics survey.
- Survey developed by collaborators, with feedback solicited.
- Compare faculty and student perceptions about importance of various metrics of student success.
- Capture student and faculty feelings of responsibility for connecting students to and utilizing student support services.

Implications

- Consider student success implications for students, faculty, and student success professionals.

Action

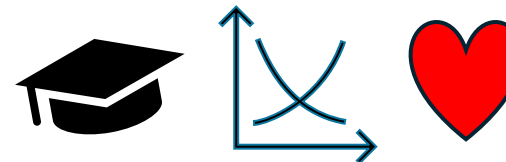
- Map metrics of success to identified student support services.
- Map services provided to use.
- Identify gaps and needs.
- Plan.
- Provide services and tools.

Surveyed support services








- Food & Supply pantry
- Mental health
- Religious/faith-based services
- Short term Emergency financial services
- Time management coaching
- Individual faculty meetings
- Accommodation assessments
- Accommodation testing services
- Academic coaching
- Tutoring
- Advising
- Learning performance contracts
- Learning strategies/study skills instruction
- Program leave of absence
- Part-time progression
- Mentoring by faculty
- Standardized exam practice tests
- Supplemental instruction
- Writing assistance

Possible additional services impacting student success

- Wellness Center/gym
- Self Care Resources
- Sleep Education
- Learning Science integrated within courses
- Metacognition for students
- Metacognition for faculty
- Faculty Training
- Student Success Care Teams
- Other?



Further Discussion

-  Bridging differences between faculty and students' metrics
-  Student success professionals' definitions and perceptions of student success
-  Who are "student success professionals" and how do they impact student success?
-  Balancing and leveraging academic and nonacademic metrics when grades and scores are what's measured for progression and profession
-  To what extent is faculty responsible for integrating student success within a course or curriculum?
-  Conducting a thorough root cause analysis to understand lack of success
-  Working at a systems level to comprehensively address student success



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Kathy Brennan, MBA

Biography

Kathy Brennan is a passionate educator and administrator with extensive experience providing a variety of educational services to a wide range of learners. She began her career coordinating a continuing education program, and advising student activities and leadership development at the university level. She later shifted from student leadership to academic success and coaching. She has developed courses in learning strategies and mentoring for university-level students.

Kathy earned an MBA, intending to combine it with her bachelor's degree in education in the training and development field. Instead, she pivoted to the classroom where she taught lower, middle, and upper school students. Kathy expanded her knowledge by adding post-graduate education courses, training as an ADHD coach, and a social-emotional learning certificate. She later became a middle school assistant principal, helping to shape the campus's culture and climate. After a number of years in this role, Kathy returned to working with college-level learners, accepting a role as an academic success professional and scholars program coordinator at LSU Health New Orleans School of Nursing.

Kathy is always willing to embrace new challenges that allow her to share her passion for supporting students in their learning journeys.

Contact Information



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