

Improving Student Success Capacity and Readiness: A Dialogue on Assessment Design

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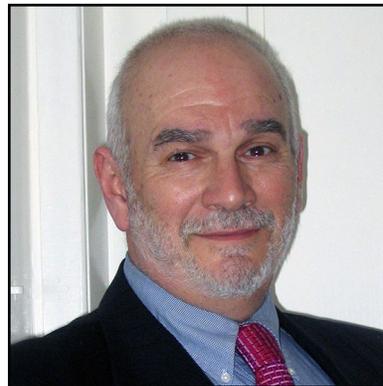
Abstract

College student success is a major issue today in higher education, employment, government, and policy circles. There is an enhanced and critically urgent call to action, with a renewed emphasis on student success. It is compounded by the “degree and dollars” disparity—as the number of students with a college education is not as high as it should be, and college student retention rates are not as high as any educator would want them to be. This gap is even more pronounced in college student success among various racial and ethnic groups resulting in unacceptably large dropout rates, reduced capacity for career sustainability and the destructive debt associated with this unattained goal. As a result, student success may be the most critical issue facing higher education today.

The focus of this presentation is to provide a forum to dialogue and determine how to provide access to instruction and services that will enable many more students to fulfill their postsecondary aspirations. A review of the current literature findings, as well as spotlighting program initiatives from several higher educational institutions will be offered as a framework to assess capacity and readiness. A design strategy by Starfish/Hobsons, Inc. will be offered as a cornerstone on assessing and building a rubric around core readiness principles (as adapted from *Deliverology in Practice*, Barber, Rodriquez, and Artis, Corwin Press, 2016).

Ideally, the conversation can provide access to better understand what constitutes, supports, and carries forward (undergraduate) student success; to help identify strengths, weaknesses, and priorities for our programs and institutions.

Keywords: student success, higher education, music business education, student retention, college debt



Joseph (Joe) Miglio is an Associate Professor of Music Business/Management at Berklee College of Music with areas of expertise including leadership and design thinking, strategic planning and business development, product development, and performance measurements. He has presented at multiple national conferences on topics such as artist identity and income generation, personal brand marketing strategies, start up to scale up businesses models, competitive analysis and value propositions, trend analysis/forecasting, and innovative design. Miglio has a Doctorate in Education from National Louis University in Chicago and is the creator of the Reflexive Engagement Method, a model of inquiry based on self-knowledge construction and intrapersonal understanding. His most recent work is based on the dual concept “life is a conversation and life as a conversation” utilizing the narrative analysis and structural assessments to assist in identification of key branding attributes for nonprofit organizations, business enterprises, and self/leadership development.



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