

Student Success Discussion Questions



1. The cards played throughout the game were designed to represent how life—including both challenges and supports—can unfold for students. Did the challenges seem to reflect the lived experiences and realities of your students? Did the Support and Pedagogy Cards make sense as ways to anticipate and counter the challenges students face?
2. Many of the challenges that students face, e.g., a family member getting sick or losing a job, are unrelated to the student's academic potential. Other challenges, e.g., being assigned to prerequisite remediation, are part of the college structure. How can colleges take a holistic view of student success and provide institutional supports to address both of these types of challenges?
3. During the game, you may have had semesters during which you excelled and others during which you faced many challenges and obstacles. How does your experience in the game relate to the experiences students face? Did playing the role of a student help you empathize with their experiences?
4. Did you notice that Pedagogy and Support Cards are based on institutional resources and programs while Learning Cards are based more on students' actions? How does your college consider this distinction between what the college supports and what the student does? Do your college's programs reinforce or disrupt expectations about who is traditionally more or less likely to succeed?
5. How did your starting position in your first semester affect your academic progression? Did participating in coreq or dual enrollment help players build momentum toward academic success? Why or why not? How did being assigned to prerequisite remediation affect students' progress?
6. Did any of the Pedagogy or Support Cards provide benefits that could last beyond a single semester? If so, which ones and why? Are there any additional concepts that could be included in the game as Pedagogy or Support Cards?
7. In this game, each player had a Character Card that gave them the option of using a special power for their own individual success. Did your Character Card make you feel like you had more control over events in the game? Did any of these special abilities seem more or less powerful than others?
8. How did telling your story at the end of a semester affect your experience of the game? Did telling your story in first person make a difference? Did the ways Support Cards combined with Pedagogy Cards and Challenge Cards make the student experience more clear? Do you have any insights from how the Support Cards interacted with the other types of cards in the game and in real life?
9. Given that the game is a simulation that has been simplified for game play, does it effectively capture elements of the student experience? What would you add, remove, or change to make the simulation more effective?