

DOI: <https://doi.org/10.34069/AI/2022.55.07.15>

How to Cite:

Kozmenko, O., Popovych, I., Arbeláez-Campillo, D.F., Rojas-Bahamón, M.J., & Volchenko, L. (2022). Structural and functional model of the successful person training in USA colleges and universities. *Amazonia Investiga*, 11(55), 143-155. <https://doi.org/10.34069/AI/2022.55.07.15>

Structural and functional model of the successful person training in USA colleges and universities

Структурно-функціональна модель підготовки успішної людини в коледжах і університетах США

Received: August 1, 2022

Accepted: September 1, 2022

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Abstract

The purpose of the article is to study the training of a successful person in the colleges and universities of the USA as a holistic process and to create a structural and functional model. The methods of retrospective analysis, systematization and generalization, abstraction and specification, modeling and graphic visualization are applied. A structural and functional model of successful person training in colleges and universities of the USA has been created. The focus groups of this process have been defined, in which the work is aimed at applicants, first-year students, second-fourth years students and a special category - students of the last year and graduates, as a significant part of students do not complete their studies on time. Examples of effective use of models and strategies of student training by American institutions of higher education are given. Five stages of successful person training in American institutions of higher education are proposed. It is summarized that the created structural and functional model is the basis for creating a

Анотація

Метою статті є дослідження підготовки успішної людини в коледжах і університетах США як цілісного процесу та побудова структурно-функціональної моделі. Застосовано ретроспективне аналізування, систематизацію і узагальнення, абстрагування та конкретизацію, методи моделювання та графічної візуалізації. Побудовано структурно-функціональну модель підготовки успішної людини в коледжах і університетах США. Визначено фокус-групи підготовки, у яких робота спрямована на абітурієнтів, студентів першого року навчання, студентів другого-четвертого років та окрему категорію – студенти останнього року та випускники, позаяк вагома частка студентів не завершують навчання своєчасно. Подано приклади ефективного використання американськими закладами вищої освіти моделей та стратегій підготовки студентів. Запропоновано п'ять етапів роботи американських закладів вищої освіти щодо підготовки успішної людини. Узагальнено, що розроблена структурно-

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strategy for the development of an educational institution and will contribute to the high-quality organization of the training of specialists in colleges and universities.

Key words: success, professional training, students, higher education of the USA, modeling.

Introduction

Higher education plays a crucial role in the modern world due to its contribution to the progress of humanity in the form of economic, scientific and technological achievements. The mission of higher education is to form highly qualified specialists, promote their successful professional and life realization. The task of higher education is not only to provide a young person with the necessary knowledge, competences and skills, but to enhance the comprehensive development of personality, to cultivate necessary qualities and character traits. The more thorough analysis of the efficiency of higher education institutions' work is encouraged by some reasons. Firstly, the problem of figuring out of student's achievements after college and university's graduation. Secondly, the realization of a person in the future life and career. Thirdly, the development of own abilities and formation of necessary life skills and important competences. The training of a really successful person depends on a range of factors, among which personal, social, psychological, pedagogical, economic ones play an important role. The process of studying in higher education institutions provides such training that gives to a young person benchmarks for success achievement, self-confidence in the future, effective self-realization. The experience of other countries in this process, especially the USA, is a quite useful. The developed system of American higher education achieved certain progress in this sphere and occupies a leading position among world institutions of higher education (Kozmenko, 2020). Therefore, the training of a successful person should be considered as a holistic process, covering educational achievements and personal development, and according to P. Jones et al., (2008) successful graduates should not only be well employed, but also they should develop the qualities of well-bred and responsible citizens with a vast outlook who are able to make a positive contribution to the development of society.

The problem of student success and life achievements is not thoroughly investigated in psychological and pedagogical science.

функціональна модель є підґрунтям для створення стратегії розвитку закладу освіти та сприятиме якісній організації підготовки фахівців в коледжах і університетах.

Ключові слова: успішність, професійна підготовки, студенти, вища освіта США, моделювання.

Currently, success is a difficult term to define because of numerous personal and institutional factors that affect the training of a successful person. The success of a higher education institution directly depends on its students and graduates success, fruitful work of academic staff and administration. US educators have achieved significant results in this direction and their experience is valuable for implementation in the higher education system of other countries.

The main conceptual idea of the research is a statement that starting from the end of the first decade of the XXI century, the mission of colleges and universities in the USA is "not how to enroll the best students", but "how better to teach non-traditional students" (Calcagno et al., 2008). That is, the training of a successful person in the colleges and universities of the USA in the XXI-st century involves the creation of necessary conditions for learning, upbringing and development of the student's personality. It means providing students with the necessary knowledge and skills, the formation of competences, the realization in their future life and career, the development of students' abilities and the formation of necessary vital skills.

American society always demonstrates interest in increasing the number of citizens who receive a higher education degree, obtain high-quality knowledge and skills, achieve certain personal development, and receive documents that confirm professional qualification. This is the goal of any developed society and this opinion is shared by a wide range of stakeholders, among whose educators, politicians, scientists, employers, students and their parents, various organizations and foundations. A specialist with a higher education degree not only has a high qualification, but also meets the criteria of certain modern trends in the conditions of world globalization. It means this person is professionally mobile, is able to successfully realize himself/herself in the conditions of an unstable socio-economic society. This person is also creative, active and capable of overcoming life's challenges with dignity as well as freely

navigates in the world information space. However, the lack of a comprehensive study of the outlined problem, the importance of theoretical substantiation of the problem of training a successful person and the need for practical use of positive foreign experience taking into account the uniqueness of higher education became the basis for this study.

Purpose is the research of the successful person training in US colleges and universities as a holistic process and the construction of a structural and functional model.

Hypothesis. The construction of the structural and functional model will contribute to the optimization of the study of a successful person's training in colleges and universities of the USA. The received scientific conclusions will become the basis for creating a strategy for the development of a higher education institution and will contribute to the high-quality organization of the training of specialists in colleges and universities.

Literature review

It has been done various studies of college and university work that contribute much to the process of operationalizing the concept of student enrollment in ways that can be reliably measured and, accordingly, applied preventively to improve student success. The important data about significant factors that influence success are given. They are the importance of the first year of study, the development of persistence, the process of student retention, the impact of the university campus and the engagement of students in active social activities that lead to experiences that affect student success positively.

It is appropriate for scientific research to use a broad definition of success, according to which student success refers not only to the process of graduation, receiving a degree and appropriate document, but more to experience positive emotions and satisfaction during learning (Braxton, 2006; Kuh et al., 2006).

According to the researchers, success should be observed as a holistic concept that encompasses academic achievement and personal development. Defining success in this way, scientists point to a perspective that goes beyond understanding this concept only as the achievement of any result, determination of the level of persistence or completion. This concept, in addition, should express personal feelings of

achievement significance for a student (a qualification, a prestigious job, or any other success) and/or a sense of civic duty to society. Over the past fifty years, the popularity as a subject of research on student success in higher education has gained this personal perception of the fact of achievement, the feeling of its significance.

The result of scientific investigations was the generalization of scientific theories, which made it possible to formulate a comprehensive theoretical point of view on success and its correlates, to identify important problems, as well as to include various perspectives of research and its implementation, to propose new models and recommendations for promoting student success. In 2006, G. Kuh with colleagues presented a scientific report on important areas of practical university work (Kuh et al., 2006). Due to this work, it was confirmed the importance of several groups factors in successful person training: institutional, student, external, etc. Among them, the researchers single out the influence of previous student experience, the training expectations, and experience outcomes, gained in college and presented by student behavior. In addition, it is very important to consider academic and social conditions, educational institution policy, outcomes of higher education, the conditions and obstacles with which students can face during the training. One of the main conditions of success achievement is the active engagement of students in the academic life (Kuh et al., 2006).

V. Tinto and B. Pusser (2006) presented the research of effective leadership of campus activities to promote persistence and student success, which showed that the personal experience of a student who he (she) brings to an educational institution becomes very important. The unique context of student success is formed by diverse contextual factors: demographic, historical, cultural, psychological and pedagogical, personal, economic and even political ones. External context, the competition of interests causes the creation of requirements for institutional, federal and local policy, which can redirect student success possibility. The authors express concern because the institutional factor can affect student success achievement, especially among at-risk students, without providing sufficient support for such students. Therefore, according to researchers, for colleges and universities, it is extremely important to have the favorable academic, social and financial climate for students. It is provided by well-organized institution's activities and high

expectations from students, staff and administrators; giving effective, large – scale support for students; providing effective feedback to students from teachers (through result monitoring, assessment and “early warning” systems); organizing of effective events which attract students as important members of institutional communities.

V. Tinto and B. Pusser (2006) considered that learning and extra-curricular activities of students are the most important, they play the main role in the student success formation. Within the framework of the proposed model, the effective means of promoting student success are active actions to create national and local policies. It is necessary to 1) develop an interconnected system of competency standards required for high school completion and enrollment to a higher education institution; 2) support the development of both primary and secondary school teachers; 3) provide academic performance development for insufficiently trained students; 4) develop institutional programs focused on traditionally underrepresented students; 5) improve communication between two- and four-year institutions; 6) establish an early and continuous assessment of students’ readiness for entering the university and the formation of competencies necessary for success due to providing of relevant information to all stakeholders; 7) develop innovative financial policy (including institutional and state support, federal aid, tax policy and tuition discount policy) that directly provide assistance to students with financial difficulties. The key idea of researchers is the opinion that the educational system is a holistic concept and does not need to be separated into parts (Tinto & Pusser, 2006).

The work of L. Perna and S. Thomas (2006) is about the basics of student success. They offered a conceptual model of students’ success according to race and ethnicity affiliation and socio-economic status. This model aims to raise level of success for all students and reduce disagreements among them. Using theories and research on sociology, economics, pedagogy and psychology, the authors created a basic framework for management of development, implementation and evaluation strategy that would help scientists and practitioners to eliminate obstacles and reduce differences in student success. The structure of this model outlines that: student success is long-term process; various theoretical approaches provide the understanding of student success; it is formed under the influence of personal, social, economic

and political factors; pedagogical, psychological, social and economic theories influence on the understanding of student success; various methodological approaches contribute to knowledge about the student’s success; the achievement of success differs according to the features of student groups (Perna & Thomas, 2006). The importance of consideration of multifaceted aspects of differences between students allows reminding of the impossibility of using the only approach to study and define student success (Kinzie & Kuh, 2016). To summarize, the significance of these works is in the fact that the proposed structures are a kind of guidelines for the basics of the development, implementation and evaluation of the theory and practice of student success, and also they aim to encourage politicians, researchers and educators to consider preventive and corrective means of intervention in student success as the part of a broader and longer-term process.

Materials and methods

Methodology. The methodological basis of the research is the philosophical propositions of the theory of knowledge about the unity of processes (Plokhikh, 2021; Plokhikh et al., 2021; Popovych et al., 2020b), mutual influence and interdependence of the phenomena of the surrounding reality in specific historical conditions (Popovych et al., 2021b), determined by the socio-cultural, historical-cultural, socio-economic and political context (Blynova et al., 2020a; 2020b; Popovych et al., 2020c; 2021a). A synergistic approach is taken into account, in the context of which the training of a successful person in higher education institutions of the USA is analyzed as a psychological and pedagogical system with its factors and subjects. Tested samples are taken as an example and presented in scientific works as a unity of historical and logical (Tinto & Pusser, 2006); modern psychological and pedagogical theories of success, conceptual ideas of modern higher education, regularities of the establishment of the educational space of a higher school (Hudimova, 2021; Hudimova et al., 2021; Khmiliar et al., 2020; Shevchenko et al., 2020a; 2020b); patterns of creation and examples of the application of the modeling method in social practice (Nosov et al., 2020) and scientific research (Kononenko et al., 2020; Popovych et al., 2020a).

Procedures and instruments. The following methods were used to reach the goal and check the research hypotheses. They are the analysis of American historical – pedagogical and psychological literature, as well as research

materials that were synthesized into a holistic system of views on training a successful person in colleges and universities in the USA. Abstraction and concretization during the study of monographic studies on the theory and practice of organizing the training of a successful person in American colleges and universities, generalization and systematization of information. A modeling method for creating a high-quality prototype – a structural and functional model of a successful person training in US colleges and universities.

Statistics analysis. Graphical visualization was performed using the “MS Word” and “MS Excel” programs.

Results

The new strategy of universities to achieve student success involves creating such learning conditions that will allow them to achieve their learning goals, be successful and enjoy the learning process. The modern vision of student success involves both high rating indicators of learning, as well as personality development, the formation of professional competence and

sufficient self-realization in society. Studies of the influence of the educational space of universities have provided information about important factors that have an impact on achieving success. They are student involvement; the importance of the first year of study; the development of persistence; the student retention process; the influence of the campus environment. Taking these factors into account at educational institution work leads to the development of strategies that have a positive effect on student success.

The training of a successful person in higher education institutions of the USA begins from the moment of enrollment, and sometimes, even at the stage of work with the future applicants and ends with the support after graduation from an educational institution. This process is possible to demonstrate in the form of a structural and functional model of a successful person training in colleges and universities in the USA (Fig. 1). This model is possible to use in higher education institutions for four-year bachelor’s educational programs.

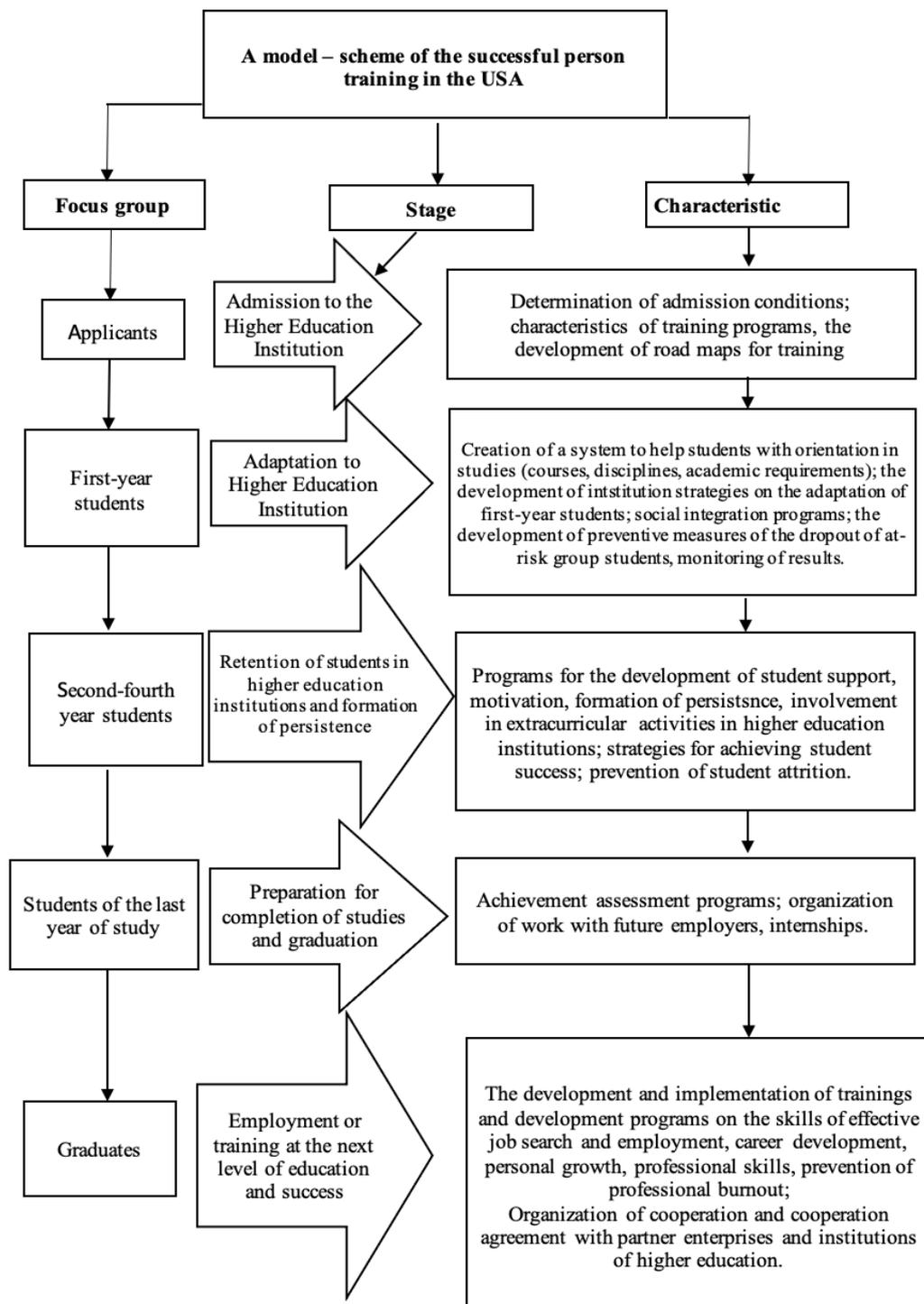


Figure 1. Structural and functional model of successful person training in the USA
Source: Personal elaboration, 2022.

The model consists of focus groups, consequent stages and characteristics of work on training in US higher education institutions. The characteristics of the first stage are the determination of admission conditions, survey and identification of key features of educational programs, assistance in defining short-term goals

and development of training roadmaps. The main tasks of adaptation in colleges and universities are the creation of a system of assistance to students in learning orientation (courses, disciplines, academic requirements), development and implementation of the institution's strategy for the adaptation of first-

year students, social programs of integration in the educational space; development of preventive measures for the dropout of at-risk students, monitoring of results. At the third stage, it is important to keep students in the educational institution and to form the persistence to study. For this purpose, it is appropriate to apply student support programs, conduct motivational training programs, form perseverance, actively involve students in extracurricular activities at the educational institution, and use activities to prevent student burnout. Considering the fact that the duration of studies in institutions of higher education can go beyond the planned term, the next stage involves the support of the final year of studies in order to build persistence in completing studies. For this, work with students includes the development of achievement assessment programs, the demonstration of the benefits of the obtained results, the involvement of future employers in cooperation, and internships. After graduating from college, students face the problem of further employment, and here, within the framework of the model of a successful person training, it is possible to direct the student to further study at the master's level or to involve a student in the process of job hunting. In this process, the development and implementation of trainings and programs for the development of necessary skills for effective job search and employment are useful as well as attending courses and trainings on career development, personal growth, and professional skills. Prevention of professional burnout is an effective means of working in this direction. An additional incentive for completing studies and achieving success is the search for work partners and the concluding of cooperation agreements with enterprises and institutions of higher education about further work.

Discussion

In a discursive form, we will analyze the sequence and advisability of the stages of work of American institutions of higher education in a successful person training.

Stage I – admission to a higher education institution. The way to success starts with the admissions campaign, which according to researchers, happens lately due to efforts to simplify enrollment opportunities. It involves lowering admissions requirements and academic performance standards. The creation of admission standards, definition of visions and missions is the task of higher education institutions without nationwide regulation. Therefore, the general policy of applicants

enrollment to American institutions of higher education is built taking into account such indicators as traditional academic indicators (average point of the certificate, rank of the student in the class, test results); indicators depending on the socio-economic status of the applicant's family; indicators of personal factors (level of motivation (checked by the quality of the motivation letter), abilities (choice of specialty), teachers' recommendations, interview results.

In the conditions of high competition between institutions of higher education, the issue of sufficient enrollment of students remains relevant. Innovative strategies allow some colleges and universities to enroll more students than their competitors. An example of such a strategy is the creation of partnerships between community colleges and high schools in the United States. Cooperation can take place in the field of diagnostics of readiness to study in higher education institutions and assistance in academic preparation for admission, creation of joint study programs, specialized classes, preferential conditions for admission, organization of mentoring assistance, participation in joint projects and initiatives.

Active career guidance work is carried out through the involvement of high school students in extracurricular activities of higher education institutions (sports competitions, contests, creative initiatives, conferences, excursions). According to American researchers, programs based on high school and college partnerships can promote retention and success of students, showing certain advantages. This involves saving certain resources when students participate in compatible credit programs, getting the necessary college credits in their senior year of high school, saving high school students' time and money. It is also beneficial to keep students in college by creating "transition programs" that facilitate a smooth transition from school to college, improving opportunities for potential students. Early acquaintance of high school students with the academic and scientific environment contributes to the increase in the number of school graduates who, having certain circumstances and obstacles, did not have sufficient motivation to finish school, but after working with college representatives, wanted to get a higher education. In addition, a positive aspect of cooperation between schoolchildren and a college or university is participation in activities aimed at identifying the leadership potential of high school students. It also helps the college administration to know the

characteristics of the future contingent. For example, Broward College (Florida) actively uses several programs for future students. The college offers a “Summer bridge” program for effective enrollment and a new “JumpStart” orientation and registration program that facilitates the process of registering an applicant’s documents at the time of admission (Coley et al., 2016).

So, thanks to the easy requirements for admission to most higher education institutions, the number of students in the USA is growing every year. However, it is a well-known fact that, having easily entered college, a significant percentage of students do not complete their studies and leave the institution already in the first year of study. This emphasizes the importance of the next stage of our structural and functional model (see Fig. 1).

Stage II – adaptation to the institution of higher education. The first year of college is a critical, transitional period in the life of students. The first experience of higher school has a decisive influence on students’ academic self-efficacy and further success. The transition period can cause anxiety of low self-esteem in students, so there is a need to effectively adapt both psychologically and emotionally. Unsuccessful integration into the space of the institution of higher education can cause psychological difficulties, depression, and low performance, which can lead to drop-out. As a result, many institutions are implementing strategies at the beginning of studying to ease adaptation, boost student confidence, and promote success.

In order to help students to achieve success, it is appropriate to use a variety of preparatory as well as first-year courses for students. The models of these courses can be as diverse as the characteristics of the students for whom they are designed. They are often called orientation courses, first-year seminars, freshman seminars, or study skills courses, and they are quite common and increase students’ self-efficacy, and

the possibility of future success (Tinto & Pusser, 2006). The courses are aimed at developing time management skills, study skills, anxiety management techniques, etc. They proposed strategies that help build students’ confidence and facilitate the educational process. An example of such initiatives is the work of Broward College (Florida), where it was developed a system to help students navigate courses and make smart academic decisions (Coley et al., 2016). By providing students with the necessary support and connections, as well as the information needed to make early career decisions, the institution sets students up for success in their major. The First-Year Orientation Program offers organized activities to help new students join the college community. These activities are part of a strategic approach to help new students to adapt to a new environment by providing important information and managing goals and expectations (Coley et al., 2016). Consequently, in colleges and universities, a lot of attention is now being paid to the first-year experience, as it has been stated that high dropout and expulsion rates are increasingly recorded at the beginning of studying. To describe this process in American higher education, the term “drop out” is used, but some authors believe that in this context neutral definitions are better (attrition, discontinuance, withdrawal, non-completion). The basis for success in life is developed study skills that enhance student’s self-confidence and self-efficacy. Readiness for studies, acquaintance with academic culture and campus environment, openness to new knowledge, a desire to receive help when needed and support from family and academic staff are the key to a student’s success.

Stage III – the retention of students in the higher education institution and the formation of persistence. Within this stage, it is advisable to develop and implement in educational process own strategy for student success. American researchers determined that four key areas of higher education play a decisive role in a successful person training (Tinto & Pusser, 2006) (Tabl. 1).

Table 1.
Key domains of higher education

Preparation	Finances	Availability	Responsibility
Preparation for higher education institutions	State support	Outreach	Assessment
Early assessment	Institutional aid	Capacity	Accreditation
Preparation teachers	Federal student aid	Articulation/transfer	State mandates
High standards	Loyal tax policy	Remediation	Market competition
Alignment of standards and assessments	Tuition policy	-	-

Source: Personal elaboration, 2002.

“Achieving the Dream” (ATD) project of the Lumina Foundation became an example of special attention to student success in community colleges. This initiative had a clear goal to give these institutions of higher education the support to be successful both in retaining and graduating students as well as enrolling those students, including ethnic, racial, and low-income students. The ATD student success model encouraged them to succeed by providing regular analysis’ evidence of both student and institution of higher education performance. In order to help students achieve academic success, based on this analysis, institutions are making necessary large-scale efforts to improve student outcomes. The main idea of the project was to show the following: community colleges should adopt a “culture of evidence” by using student records and other data to examine why students are forced to spend more time studying and identify barriers to academic progress. Then they can use these findings to design intervention strategies to improve student outcomes, facilitate further research on student performance, and design effective programs. The conclusions of this project formed the basis of the development of a certain strategy, which contains five principles (Mayer et al., 2014: 47-50):

To develop the policy and distribute resources to support efforts aimed at improving student success. 2. To use research data in order to understand how successfully students study, to identify so-called “risk groups”, those groups

that may need additional support and to draw up an action plan. 3. To involve faculty, staff, and stakeholders in the using of data and conducting research in order to develop intervention strategies aimed at solving the problems identified as priorities by the college. 4. To implement the strategies for improving the effectiveness of higher educational institutions and their evaluation in order to use the results of the evaluation to make decisions about the expansion or improvement of these strategies. 5. To create an infrastructure to support continuous systemic improvement by the way of institutionalization of effective policies and practices. Program review, planning and budgeting should be based on research evidence about what works best for students.

The first two reports evaluating the effectiveness of this project indicate progress in colleges’ foundation construction necessary for student success, particularly in the development of data systems, intervention methods to improve student success, and increased administration attention to student success (Mayer et al., 2014).

The world-famous Ellucian corporation, which has been working in the field of providing services to higher education institutions for more than 40 years in order to achieve success, in 2016 presented the development of a new strategy for student support, analyzing the experience of many American universities. The proposed strategy is briefly presented in Tabl. 2.

Table 2.
Ellucian Success Strategy

Stage	Characteristic
Creation of a unified concept of the vision of student success	Determination of priorities; development of “risk group” criteria; creating a system of help and support for students
Informing students about the possibilities of achieving success in a higher education institution	Consulting on education issues; psychological help for first-year students concerning adaptation; orientation in educational courses and programs, requirements for academic success; determination of learning goals and opportunities for their achievement; financial aid or scholarship.
Creating a clear early intervention strategy	Identification and recording of the signs of at-risk students, actual necessary help and support to students from this group, and further monitoring of the situation with appropriate corrective intervention
Reviewing all existing programs and initiatives to support student success for effectiveness and efficiency	Search for effective programs, assessment of their work efficiency; dissemination of successful experience
Cooperation with all units of the university	Effective communication between all participants of the educational process for the identification and productive solving of problems of any nature; creating safety nets for students.
Analyzing the results and using the obtained data to achieve progress	Conducting research; analysis of the received data, empirical evidence of the effectiveness of strategies

Source: Personal elaboration, 2022.

The creation of this strategy was prompted by a study conducted by the corporation in 2009, which showed the problem of identifying students who are at risk for academic success, as well as the inaction of most university administrators to involve such students in support programs. Another challenge identified by the survey is that higher education institutions have limited resources to provide appropriate interventions. The problem is exacerbated when higher education institutions do not have a systematic way to identify students who may drop out for various reasons at a sufficiently early stage, and this can really affect the student's attitude to education and worsen the situation significantly (Coley et al., 2016).

Another direction of college and university work to achieve success is to facilitate access to education for different groups of students. It is crucial to support higher education for historically underrepresented students as well as develop culturally meaningful models of student success. With such students, it is extremely important to maintain high expectations for the success of historically underrepresented students – especially first-generation students – and provide the help of “cultural navigators”. The function of cultural navigators can perform staff who will support and guide students on the right path to success. Other initiatives point to the importance of building and sustaining effective local efforts using local initiatives and evidence-based programs to support the success of Latino, Asian, African American, other, and low-income students. Evidence from a range of initiatives aimed at improving success rates among historically underrepresented students, including students of diverse ethnic backgrounds and low-income, as well as academically underserved students, indicates that success rates can be increased through the systematic implementation of guided pathways, effective practices, and accelerated educational programs (Center for Community College Student Engagement, 2013).

Therefore, the process of achieving the ultimate goal of universities - student success can be difficult and painstaking both for the administration of the institution and for the students themselves. Through concerted efforts, higher education institutions can make significant improvements and outperform other institutions through a focused and coherent approach, achieving sustainable and measurable results in improving learning and student achievement.

Stage IV – preparation for completion of studies and graduation. The development of models of success in higher education is also a concern of various foundations and organizations that are not directly related to the educational process. For example, Student Success Collaborative from The Education Advisory Board (EAB) combines technology, consulting, and best research practices to help institutions use data and analytics, optimize intervention effectiveness and improve student success EAB has created its own models of student success based on a synthesis of research, empirical experience, and evaluation of the effectiveness of implementing these models in the wide range of institutions of higher education which created EAB (Kinzie & Kuh, 2016). From career planning and financial issues to mental health and instability in the recognition of basic needs, students need more extracurricular help to complete their education and achieve their goals (EAB, 2020). To provide the necessary assistance, higher education institutions should align goals, develop targeted student support programs, foster engagement and accountability across departments, and adopt an evidence-based approach to evaluate success. Hobson's Holistic Student Success Framework includes core components such as dimensions of holistic student success (academic goal; career aspirations; life well-being) and holistic strategies for student success (setting goals; developing strategies; campus engagement; influence measurement (EAB, 2020).

In the US, faculty and staff at most institutions are generally aware of a number of policies, programs, and practices related to promoting student success. For example, in 2009, the national non-profit organization “Complete College America” (CCA) was founded, which is aimed at increasing of the number and quality of college graduates. This organization works with colleges almost throughout the United States (see www.completecollege.org) in order to apply a systemic approach to transformation in higher education, designed to change policy, and conditions, and implement effective strategies.

Stage V – employment or study at the next level of education, achievement of success. In 2005, a group of scientists presented the “Inclusive Excellence” model, the name of which can also be interpreted as “integrated success”. This model shows that the most important areas of work of colleges and universities within a successful person training are the intellectual and social development of students, organizational resources to improve the training of students,

cultural diversity and recognition by the community of the importance of this diversity. From this point of view, the concept of diversity is considered as an important component of the overall comprehensive plan for achieving institutional excellence. It involves teaching students to achieve success in a diverse society, and developing intercultural communication skills (Williams et al., 2005). The Inclusive Excellence model offers a comprehensive approach to educational reform based on research and theory about what “works” to help all students succeed and what makes colleges and universities more effective. The necessary information about the achievement of short-term goals stimulates student success. In particular, higher education should provide greater access to studying for historically underrepresented categories of students (Kinzie & Kuh, 2016).

Also, as an example, in order to make higher education more accessible to its students, Ocean County College has developed several strategic partnerships with other institutions. In order to improve the most important situation for the college in the training of junior specialists in the field of health care the college has signed an agreement with Kean University to develop a joint general bachelor’s degree in nursing on the basis of the college for a period of two years at a reduced cost of tuition. It was done because health care institutions prefer hiring personnel with a bachelor’s degree to an associate’s degree. It was an innovation, as up to that time studies in bachelor’s programs involved a two-level education (two years at a college and two years at a university) (Coley et al., 2016).

To sum up the American experience represents many years of research and specific models of higher education successful person training.

Conclusions

1. A structural and functional model of training a successful person in colleges and universities of the USA has been created.
2. It was analyzed and stated that successful person training begins with admission to a higher education institution, and sometimes, even at the stage of working with future applicants and ends with support after graduation from an educational institution.
3. Five stages of the work of American institutions of higher education regarding successful person training are proposed. It is summarized the implementation the American experience is useful for the

development of the world system of higher education.

4. The goal has been achieved and, the hypothesis has been proven. The created structural and functional allowed to study the training of a successful person in colleges and universities in the USA. The formulated conclusions about the successful practices of the functioning of colleges and universities in the USA should be operationalized in the strategy of the development of higher education institutions of those countries that strive to train and create a successful person.

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