

Student Support (Re)defined:

Redesigning the institutional
experience for everyone

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The logo for theRPgroup, featuring a stylized orange and red graphic on the left and the text "theRPgroup" in white on a dark grey background.

theRPgroup

Agenda

- Sharing What We Learned about What Students Need to Succeed
- Identifying How the Six Success Factors Apply to Faculty, Staff, and Administrators
- Developing Plans to Continue This Work

OVERVIEW OF STUDY

What We Learned about What Students Need to Succeed

General research question

In an environment of extreme scarcity, which student support activities can be delivered inside and outside of the classroom to improve success for all students, paying special attention to African-American and Latino learners?

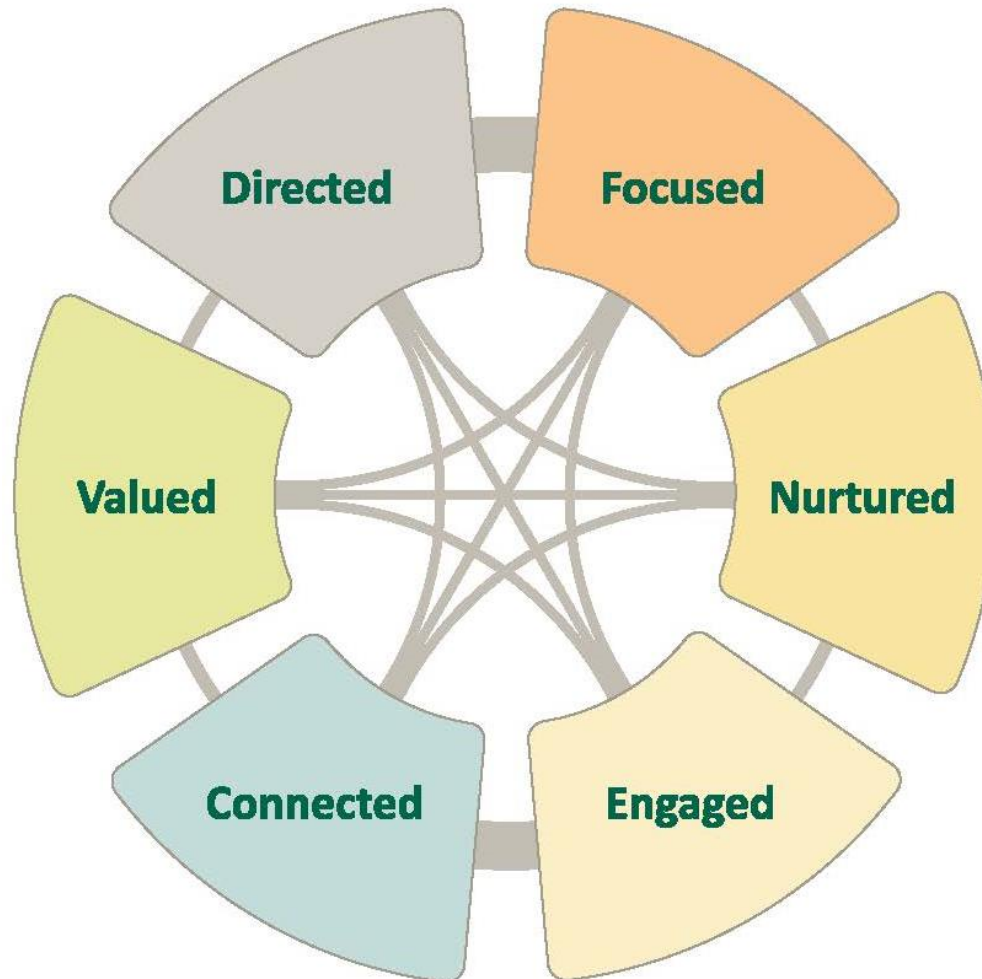
Participating colleges



Study participants

- Survey: 785 students (12 CCCs)
 - 36% current students, 32% completers, 32% leavers
 - 30% first generation
 - 32% white, 31% Latino, 25% African American, 12% other
- Focus groups: 102 students (4 CCCs)

Six success factors



Directed: Student Voices

I came here for liberal arts and then I got offered to take several human resources and business classes. I was doing well in these classes and just going along and the professor asked me, “What are you here for? What are you doing?” I said, “Just having fun and stuff.” He said, “You really need to focus on something.” So it was the instructor that helped me choose a direction.

Focused: Student Voices

On my college website, they have a “degree works” system where I can go and check all the classes I’ve taken. And I keep looking at it when I’m a little down. I think, “Oh, I’m almost there.” So, it’s kind of a big motivator. I see my grades and what I’ve accomplished and it lifts my spirits.

Nurtured: Student Voices

The first day I came to campus to register, I was lost and didn't know where to go. I unintentionally ended up in DSPS office and there's a lady that sits in front. . . . She was very helpful to me. She actually told me exactly what I have to do. . . . She even sat down with me on the computer to help me finish my registration. And she has been very helpful since then. I really feel that . . . when somebody cares about you, it makes you more responsible. Because she's been taking care of me, I think that I have to do my best. Whenever she talks about me she says, "This is the student that I helped and he's so successful."

Small Group Discussion

- Select one of the following three factors and discuss one thing you and your staff are already doing to help students experience the chosen factor:
 - Directed
 - Focused
 - Nurtured

Engaged: Student Voices

For me [engagement] happens in the classroom, outside of the classroom and in activities. . . . For me it's important to do all three. That's just the type of learner I am because I'm not just here to . . . be in the classroom and engage in the classroom and then leave and not engage. I have to because otherwise I'll forget what I just learned or it's a waste of time for me to be here.

Connected: Student Voices

I think . . . making the student feel more connected, it sort of lies a bit within the professors as well. Because there's been some classes where the professor has one or two tests a semester and doesn't lecture and it's all based on the book. And you don't feel very connected to that class. Whereas you can have a professor that fully engages you in lectures. There's classwork spread throughout the whole semester and you can see he really cares. You're more motivated to go to that class to be at the school.

Valued: Student Voices

I worked in a particular field so I bring my professional experience to the classroom and I feel that's valued. I've been told I bring an enormous professional background, specifically in debates and in answering questions about my professional experience and organization I'm able to make arguments about why you don't do certain things So, yeah, in that sense, I feel very valued.

Small Group Discussion

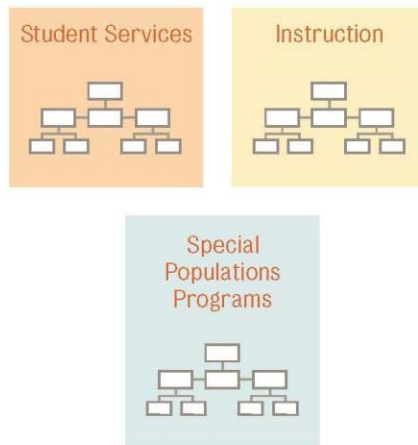
- Select one of the following three factors and discuss one thing you and your staff are already doing to help students experience the chosen factor:
 - Engaged
 - Connected
 - Valued

Key Themes

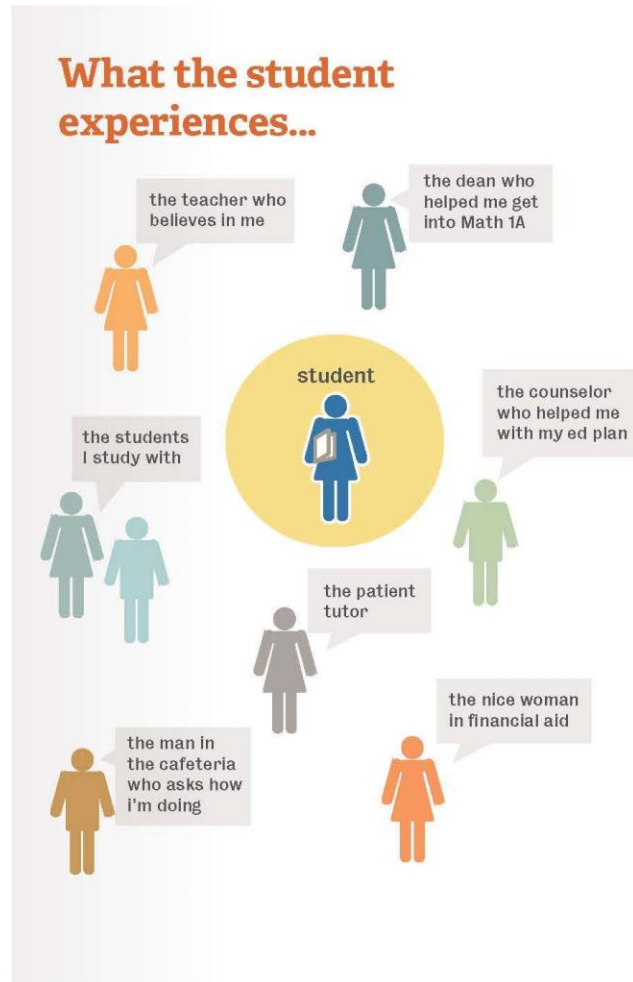
1. Colleges need to foster students' motivation.
2. Colleges must teach students how to succeed in the postsecondary environment.
3. Colleges need to structure support to ensure all "six success factors" are addressed.
4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.
5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Differing Perspectives

What we see...



What the student experiences...



10 Ways Faculty Can Help

- Provide regular and meaningful feedback to students about their performance and progress (*focused, engaged*)
- Create opportunities for students to provide feedback on their experience in your course throughout the term (*engaged, valued*)
- Incorporate opportunities for students to share their personal and family history and culture in class assignments (*valued, engaged*)

10 Ways Everyone Can Help

- Ask students why they are in college (*directed, focused, nurtured*)
- Have high expectations for students and hold them accountable (*focused, nurtured*)
- Help students build peer support networks (*connected, valued*)
- Communicate and demonstrate to students that you care about their success (*nurtured, valued*)

For Administrators

- Support college policy that encourages educational planning that specifically addresses how to make and track progress toward goal achievement and engage with the college both inside and outside the classroom (*directed, focused, engaged, connected*)
- Widely promote opportunities for students to engage in clubs, extracurricular activities and campus leadership (*engaged, connected, valued*)
- Consider ways to bolster the community college image not as an educational stop-over, but as a place of pride and worth in the students' postsecondary experience (*engaged, connected*)

Roles and Responsibilities of Administrators/Managers

- Help everyone clarify their roles in enabling student success
- Create opportunities to empower everyone to help students succeed
- Promote the fact that not only does everyone have a role in student success, but that each role is important to student success
- **Expand the six factors to faculty and staff, in addition to students**

BROADER IMPLICATIONS OF STUDY

How the Six Success Factors Apply to Faculty, Staff, and Administrators

Directed and Focused

Directed: Students have a goal and know how to achieve it

Focused: Students stay on track—keeping their eyes on the prize

- What does being directed and focused look like for faculty, staff and administrators?
- How much of what you just described is happening now at the college?

Engaged and Connected

Connected: Students feel they are part of the college community

Engaged: Students actively listen and participate in class and are involved in extracurricular activities

- What does being engaged and connected look like for faculty, staff and administrators?
- How much of what you just described is happening now at the college?

Nurtured and Valued

Nurtured: Students feel somebody wants them to succeed as a student and helps them succeed

Valued: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

- What does being nurtured and valued look like for faculty, staff and administrators?
- How much of what you just described is happening now at the college?

NEXT STEPS

Developing Plans for Implementing the Six Success Factors for Students, Faculty, Staff and Administrators

Questions to Think About

What policies and practices help **students**:

- Find direction
- Stay focused
- Feel someone at the college cares about them
- Engage in their learning in and out of class
- Feel connected
- Feel valued

Questions to Think About

What policies and practices support **faculty and staff** in:

- Helping students find direction
- Helping students stay focused
- Nurturing students
- Connecting with students
- Engaging students in their learning in and out of class
- Valuing students

Questions to Think About

What policies and practices help **faculty, staff, and administrators:**

- Develop own personal goals for their work and link them to the college's and department's goals (directed)
- Stay focused and motivated in their work
- Nurture and feel nurtured by each other
- Connect with students and each other
- Actively engage in their work and as a member of the college community
- Value and feel valued by students, each other, and the college

Program/Department Level Suggested Next Steps

At an upcoming department/program meeting, explore:

- What the six factors mean to both students and faculty/staff/administrators within the context of your program/department
- What the program/department is already doing to help students and those working in the department/program experience the six factors
- Specific actions to help ensure both students and those working in the program/department are experiencing the six factors

Student Support (Re)defined resources

- Research brief and full report
- Action guide
- 10 Ways Faculty Can Support Student Success
- 10 Ways Everyone Can Support Student Success
- Featured practices primer

For more information on Student Support (Re)defined

<http://www.rpgroup.org/projects/student-support>

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Thank you!