Exploring Persistence as a HOM: Student Perspective
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Chabot College
What does Chabot look like?

Fall 2015 Students by Race-ethnicity

- Latino: 38%
- White: 16%
- Filipino: 8%
- Asian: 16%
- Other: 10%
- African American: 12%
What does Chabot look like?

Percentage of First Generation College Students within Race-Ethnicity Groups

- African American: 68%
- Asian: 79%
- Filipino: 52%
- Latino: 90%
- White: 60%
What does Chabot look like?

Chabot College
Math Assessment Recommendations of New First Time College Students
Fall 2014

- Elementary Algebra (Math 65): 32%
- Pre-Algebra (Math 104): 18%
- Intermediate Algebra: 20%
- Basic Math (Math 103): 7%
- College-Level Math: 23%
What does Chabot look like?

Chabot College
English Assessment Recommendations of New First Time College Students
Fall 2014

- Basic Skills (Eng 101A/102): 70%
- Eng 116 (learning skills): 5%
- Take ESL assessment test: 4%
- College-Level (English 1A): 21%
What is a HOM?

A Habit of Mind is a disposition to behave in a given manner when confronted with certain circumstances or situations.
16 Habits of Mind

- Learning Continuously
- Imagining
- Applying Past Knowledge to New Situations
- Taking Responsible Risks and Innovating
- Responding with Wonder, Awe, and Emotion
- Communicating with Clarity and Precision
- Thinking and Questioning
- Persisting
- Gathering Data, Through All Senses
- Listening To Others
- Managing Impulsivity
- Thinking Interdependently
- Metacognition
- Striving For Accuracy and Precision
- With Understanding and Empathy
- Thinking About Our Thinking
The beginnings...

- Met with faculty to discuss HOM
  - Gallery Walk
- Formation of Faculty Inquiry Group (FIG)
  - meets for 5 semesters
  - 9 disciplines represented
- Deliverables
  - Resource Guide
  - Student Survey
The update and distribution of the resource guide was adopted by academic services and it is distributed to new faculty.
Survey -- Method

- 24 sections across several disciplines:
  Anthropology, Chemistry, Counseling Psychology, Dental Hygiene, English, History, Math, Psychology, Sociology

- A total of 798 surveys were collected.

- Students were asked open ended questions.

- Divided the surveys among 16 researchers.
Method

- Purpose of this Survey: Why do some students persist in their courses while others students do not?

- We developed a 5 question qualitative survey and administered it during Fall 2013.
Question 1 Part 1: Recall a college class where you have struggled but continued in the course. Which of your specific actions helped you continue?

A. Improve study techniques
B. Sought out teacher assistance
C. Sought out tutoring
D. Study more
Recall a college class where you have struggled but continued in the course. Which of your specific actions helped you continue?

Top Responses for Question 1 - Actions

- Improve Study Techniques: 68
- Sought Out Teacher Assistance: 83
- Sought Out Tutoring: 57
- Study More: 98
Question 1 Part 2: Recall a college class where you have struggled but continued in the course. Which of your specific attitudes helped you continue?

A. Future Goals
B. Positive Attitude
C. Self Motivation
Question 1 Part 2: Recall a college class where you have struggled but continued in the course. Which of your specific attitudes helped you continue?

Top Responses for Question 1 - Attitudes

- Future Goals: 63
- Positive Attitudes: 26
- Self Motivation: 217
Question 1: Recall a college class where you have struggled but continued in the course. Which of your specific actions and/or attitudes helped you continue?

RECOMMENDATIONS

- Offer more student success courses that focus on study skills and self-motivation.
- Increase tutoring services.
Question 2: Recall a college class where you struggled but continued in the course. What did your instructors do to help you to continue in the course?

A. Individual Attention
B. Positive Reinforcement
C. Teaching Methods
Question 2: Recall a college class where you struggled but continued in the course. What did your instructors do to help you to continue in the course?

Top Responses for Question 2

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Individual Attention</td>
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<tr>
<td>Positive Reinforcement</td>
<td>221</td>
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<tr>
<td>Teaching Methods</td>
<td>145</td>
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</tbody>
</table>
Question 2: Recall a college class where you struggled but continued in the course. What did your instructors do to help you to continue in the course?

RECOMMENDATIONS

- Support more one-on-one time between students and faculty. Specifically, increase paid office hours for adjunct faculty.
- Emphasize celebration and recognition activities for students and faculty.
Question 3: In the past, thinking of factors outside of the classroom but on the campus, what specific factors do you think have helped you persist in a college course?

A. Friends
B. Library
C. Teachers
D. Tutoring
E. Study Groups
Question 3: In the past, thinking of factors outside of the classroom but on the campus, what specific factors do you think have helped you persist in a college course?

Top Responses for Question 3

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Friends</th>
<th>Library</th>
<th>Teachers</th>
<th>Tutoring</th>
<th>Study Groups</th>
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<td>80</td>
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</table>
Question 3: In the past, thinking of factors outside of the classroom but on the campus, what specific factors do you think have helped you persist in a college course?

RECOMMENDATIONS

- Create more study spaces
  - New learning center opened this Fall
- Extend hours of library and tutorial centers.
  - Library is open Saturdays this semester
- Offer more specialized tutoring.
- Have instructors encourage students to work in groups outside of class.
Question 4A: In the past, thinking of factors off campus, which specific factors in your life do you think have helped you persist in a college course? (To persist is to continue in a course).

A. Family
B. Friends
C. Future Goals
D. Parents
**Question 4A:** In the past, thinking of factors off campus, which specific factors in your life do you think have helped you persist in a college course? (To persist is to continue in a course).

**Top Responses for Question 4A**

<table>
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<th>Frequency</th>
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<tr>
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<td>Family</td>
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<tr>
<td>152</td>
<td>Friends</td>
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<tr>
<td>135</td>
<td>Future Goals</td>
</tr>
<tr>
<td>86</td>
<td>Parents</td>
</tr>
</tbody>
</table>
Question 4B: In the past, thinking of factors off campus, which specific factors in your life do you think have made it challenging for you to persist in a college course? (To persist is to continue in a course).

A. Distractions
B. Family Responsibilities
C. Finances
D. Work Schedule
Question 4B: In the past, thinking of factors off campus, which specific factors in your life do you think have made it challenging for you to persist in a college course? (To persist is to continue in a course).

Top Responses for Question 4B

- Distractions: 105
- Family Responsibility: 128
- Finances: 101
- Work Schedule: 186
Question 4A: In the past, thinking of factors off campus, which specific factors in your life do you think have helped you persist in a college course? (To persist is to continue in a course).

Question 4B: In the past, thinking of factors off campus, which specific factors in your life do you think have made it challenging for you to persist in a college course? (To persist is to continue in a course).

RECOMMENDATIONS

- Continue expansion of FYE learning communities.
- Develop more student-family links on campus.
- Do research to understand completely the employment experiences of our students.
Q & A