Student Support (Re)defined in Action:
Applying Research-based Support Strategies to Boost Student Success

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Agenda

- What is IEPI?
- What is Student Support (Re)defined and how does it connect to IEPI?
- What can you and your team do to increase students' access to the six success factors?
- What are others' doing to implement Student Support (Re)defined?
- Which ideas will you take home to grow Student Support (Re)defined on your campus?
Learning Outcomes

• Participants will be able to list examples of how Student Support (Re)defined is being applied at other colleges.

• Participants will be able to identify how their college may already be applying one or more of the six success factors at their college.

• Participants will be able to identify one or more new ideas for applying the success factors at their college.
Learning Outcomes (continued)

- Participants will be able to describe how Student Support (Re)defined connects to the Institutional Effectiveness Partnership Initiative indicator framework.

- Connect with others working in the region to implement activities and strategies related to Student Support (Re)defined research findings.
OVERVIEW OF STATEWIDE INITIATIVE

What is Institutional Effectiveness Partnership Initiative (IEPI)?
IEPI Is:

- Designed to increase community colleges’ ability to deliver outstanding educational programs and results to students by drawing on expertise within the system.
- Funded by the Legislature ($2.5 million per year).
- Administered by the CCC Chancellor’s Office.
The Desired IEPI Outcomes Are to:

- Help make the California Community Colleges the most effective system of higher education in the world.
- Eliminate accreditation sanctions and audit findings at colleges.
- Enhance access, success, and equity for our students.
What is the Structure of the Initiative?

Executive Committee
- CCC Chancellor’s Office
- College of the Canyons
- Foothill College
- Academic Senate for CCC
- Success Center for CCC

Advisory Committee
- Made up of 17 statewide organizations
- Workgroups provide input to Executive Committee on the major components of IEPI
Major IEPI Components

- Framework of indicators and college goals
  - Includes student success metrics
- Partnership Resource Teams
  - Expert consultations and implementation grants available to colleges seeking to improve
- Professional development
  - Regional workshops (March workshops on indicators and adopting local goals) and portal
- Advocacy for procedure & policy changes
  - Develop communication materials; review statewide initiative efforts to reduce ineffective practices
What are the IEPI Indicators?

Student Outcomes
Completion
• Prepared
• Unprepared
• Overall
Remedial Rate
• Math
• English
• ESL
CTE Completion Rate
*Course Completion Rate
Degrees
Certificates
Transfers

Accreditation Status
• *Accreditation Status
Fiscal Viability
• Salary and Benefits
• FTES
• Annual Operating Excess/Deficiency
• *Fund Balance
• Cash Balance
State and Federal Programmatic Compliance
• *Overall Audit Opinion

*Indicators for Year 1
Why IEPI and Student Support (Re)defined?
Student Support (Re)defined

A student-defined framework for how everyone who is part of the college community can actively contribute to student success by providing students with the support they need inside and outside of the classroom.
IEPI and Student Support (Re)defined

• IEPI has been described as “professional development for colleges.”
• Intent is for these two resources to help colleges achieve the goals they set for themselves.
• Focus of IEPI and Student Support (Re)defined is to provide frameworks and tools that institutions can use to ensure their students’ success.
OVERVIEW OF STUDY PURPOSE, DESIGN & METHODOLOGY

What is Student Support (Re)defined?
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

[Map showing participating colleges in California with stars indicating locations.]
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  Focused  Nurtured

Valued  Connected  Engaged
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.
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."
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.
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...

Student Services

Instruction

Special Populations Programs

the teacher who believes in me

the dean who helped me get into Math 1A

the students I study with

the counselor who helped me with my ed plan

the patient tutor

the man in the cafeteria who asks how I'm doing

the nice woman in financial aid

student
SMALL GROUP DISCUSSION

How do you support student success?
Small Group Discussion Questions

• What are you already doing to help students experience the six success factors?

• What is something new you could do to increase the number of students experiencing the six success factors?

• What is something you could do to deepen how you help students experience the six success factors?
Lunch and Gallery Walk

During lunch, please walk around and look at the ideas posted around the room and note which ideas you think are worth stealing.
How are colleges using Student Support (Re)defined?
Student Support (Re)defined in Action at Two Colleges

*College of the Canyons* and *Chaffey College* will share how they each have used Student Support (Re)defined
IDEAS WORTH STEALING

What will you take back to your campus?
Wrap-Up Activity

Please complete the Idea Form indicating one or more ideas you intend to take back to your campus on how to use Student Support (Re)defined. Consider the following questions:

- How does this idea connect to one or more of the Student Success (Re)defined factors?
- How does this idea connect to one or more of the IEPI indicators?
- Is the idea to scale or if it’s not to scale what’s needed to scale up?
- What resources or information is needed to pilot this idea or expand an existing project or program identified for this practice or idea?
What resources are available to help?
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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For more information on IEPI

http://www3.canyons.edu/Offices/IEPI/

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Thank you!