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

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Institutional Effectiveness Partnership Initiative
Laney College
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Agenda

- Welcome and Introductions
- Introduction to IEPI and Student Support (Re)defined
- Student Support (Re)defined in Action
  - De Anza
  - Laney
- Your Turn: Student Support (Re)defined in Action at Your College
- Debriefing and ID of Take-Home Priorities
Learning Outcomes

- Participants will have 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.

- Participants will be able to 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 the 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 Indicators Are in the Framework?

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

State and Federal Programmatic Compliance
- *Overall Audit Opinion

* Indicators for Year 1
OVERVIEW OF STUDY PURPOSE, DESIGN & METHODOLOGY

What is Student Support (Re)defined?
Student Support (Re)defined

• The student perspective on how everyone who is part of the college community can help students become successful by providing them with the support they need inside and outside of the classroom.
IEPI and Student Support (Re)defined

• IEPI believes our system abounds with best practices and resources that can be shared
• IEPI is committed to supporting the dissemination of research-based high impact practices
• Student Support (Re)defined is research-based and already translated into action by many colleges
• We are here to share information and become inspired to move forward
Student Support (Re)defined 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?
Research design and methodology

Methodology

• Literature review
Six success factors

- Directed
- Focused
- Valued
- Nurtured
- Connected
- Engaged
Research design and methodology

Methodology

• Literature review

• Student telephone survey (current students, leavers, completers)

• Focus groups (current students)
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)
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."
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.
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...

Student Services

Instruction

Special Populations Programs

What the student experiences...

the teacher who believes in me

the dean who helped me get into Math 1A

the students I study with

the patient tutor

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

the counselor who helped me with my ed plan

the nice woman in financial aid
Q & A
STUDENT SUPPORT (RE)DEFINED IN ACTION

How are colleges using Student Support (Re)defined?
Student Support (Re)defined in Action

*DeAnza and Laney College* will share how they each have used Student Support (Re)defined
Student Support
(Re)defined
@ De Anza College
Who Are We?

◆ Rowena Tomaneng  
  Associate AVP of Instruction

◆ Jackie Reza  
  Director of Staff Development

◆ Melissa Aguilar  
  Co-Director, Student Success Center

◆ Diana Alves de Lima  
  Co-Director, Student Success Center
Presentation Outline

◆ Introduction & Context
◆ Whip Around
◆ Examples from De Anza
◆ Reflection
◆ Q&A
Whip Around

What's one way that care and connection are embodied in your work or practice?
De Anza’s Involvement in SSR: Key Activities

- Original study (January 2013)
- Director of Institutional Research begins distribution of SSR and De Anza results (February 2013)
- Las Positas Convening includes De Anza Team (10) representing Student Services and Instruction (March 2013)
- De Anza Opening Day w/ student panel (Sept 2013)
- Strengthening Student Success Conference (Oct 2013)
- SSSP Working Group (November 2013-June 2014)
- Partners in Learning Conference (March 2014)
- De Anza Opening Day w/student panel (Sept 2014)
What engaged us…

Qualitative Study

◆ Student Voices & Experiences
◆ Generated Empathy
◆ Inspiring & Motivating
◆ Applicability to Faculty, Staff, and Administrators
◆ Usability as Organizing Principles for Institution-wide Initiatives such as Basic Skills, SSSP, and Student Equity
We will provide support in **six key factors of student success**. Our students will be:

- **Directed**—students have a goal and know how to achieve it.
- **Focused**—students stay on track, keeping their eyes on the prize.
- **Nurtured**—students feel somebody wants and helps them to succeed.
- **Engaged**—students actively participate in class and extra-curricular activities.
- **Connected**—students feel like they are part of the college community.
- **Valued**—students skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.
Welcoming Student Pathways

We identified four core values to guide, shape and infuse our planning…welcome, equity, access and cultural humility and cultural responsiveness:

◆ **Welcome** means it is needed to engage students in ways that cultivate a growth mindset, increase their confidence in their own capacities, and inspire a drive for learning. We want to help students feel that they belong in college and that they belong to our college. Welcome means that students will find a home here. Access means actively removing barriers to college for students and proactively reaching out to students who might not see college as an achievable option.

◆ **Access** is about creating hope for every individual that they are college material. Access means every student will have genuine peers here.
Welcoming Student Pathways

- **Equity** means providing each student with what they need to succeed here in our classrooms and on our campus—socially, emotionally, academically, and financially. Equity means building on the strengths students already have.

- **Cultural humility and cultural responsiveness** means that every college staff and faculty member acknowledges the ways in which our own positions and worldviews shape our interactions with students. Cultural humility and cultural responsiveness means approaching students with a desire to learn about their own experiences and perspectives and to value those experiences in the classroom and on the campus. We commit to treat all students with respect and dignity. We vow to practice empathy in all of our points of contact with students.

  --3SP Committee incorporating alignment with equity planning
TITLE: Counselor, Outreach and Relations with Schools

Six Factors that Support Student Achievement:

- Directed—students have a goal and know how to achieve it
- Focused—students stay on track, keeping their eyes on the prize
- Nurtured—students feel somebody wants and helps them to succeed
- Engaged—students actively participate in class and extra-curricular activities
- Connected—students feel like they are part of the college community
- Valued—students skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

Counselors who want to work with African-Ancestry and Latino males are encouraged to apply.
SSC is the department that provides academic support for the whole campus. There are five centers to support learners of all levels and for most subject areas:

- Academic Skills Center
- General Subjects Tutoring Center
- Listening & Speaking Center
- Math, Science & Technology Resource Center
- Writing & Reading Center
Two-hour staff development session for team of 9: What is SSR and who was targeted? We explored the RP Group study, mini breakdown of DA results from Las Positas Convening, then we looked within SSC. **What does the SSC do to promote the six success factors identified by the RP Group’s Student Support (Re)defined?**
Student Success Center
website: deanza.edu/studentsuccess/

One-hour staff development activity per success factor over the academic year.
- revisited SSC analysis of how we support the success factor
- answered discussion questions tailored to the department
- identified actionable items
- honed in on three action items per factor
Reviewed student perspective highlights. Answered discussion questions regarding:

- **highlights of student perspectives**
  Which of these finding resonate most with you and your work with students? What research could you perform within your area to better understand how *directed* your own students feel and how your can help them fully realize this factor?

- **department’s current practices**
  In what ways does the SSC make explicit to historically underrepresented and first-generation learners that someone at the college cares about them and their success? What type of support does the SSC provide faculty and staff to help them understand the range of ways we care and support student success? What does the SSC do to encourage and/or facilitate students nurturing other students?
Answered discussion questions regarding (cont.):

- **student suggestions**

Reactions to suggestions? What practices seem most actionable? What opportunities and challenges face suggestions? What ways could students’ suggestions be addressed during budget constraints? How do the suggestions relate to other success factors the college is hoping to address?

Identified a list of potential actions items for the SSC to support each factor, prioritized them, then selected three to focus on.
Research and Planning Group’s Student Support (Re)defined (2014)

Six Success Factors that Support Student Achievement

- Directed — students have a goal and know how to achieve it
- Focused — students stay on track, keeping their eyes on the prize
- Nurtured — students feel somebody wants and helps them to succeed
- Engaged — students actively participate in class and extracurriculars
- Connected — students feel like they are part of the college community
- Valued — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Support from the Student Perspective

How do students perceive support on their campuses? Research performed with over 900 California community college students indicates that they have a very broad definition—different from how practitioners often think of and deliver these services. Where we see divisions, departments, organizational charts and reporting hierarchies, students see people who, regardless of job title or position, can help them reach their goals.

What we see...

What the student experiences...

- The teacher who believes in me
- The dean who helped me get into Math 15
- The counselor who helped me with my aid plan
- The student I study with
- The patient tutor
- The nice woman in financial aid
The Magic & Science of Teaching & Learning

- Pedagogy
- Andragogy
- Heutoagogy

- Culturally Responsive Classroom
- Learning Styles
- Emotional Intelligence
- Multiple Intelligences
- Teaching to Students' Strengths
- Teaching Social Justice & Equity
Faculty & Staff Development

- Teaching & Learning Workshop Series (Cultural Humility, EI & From Micro aggressions to Appreciative Inquiry Classroom)
- FELI (Faculty Experiential Learning Institute-week long)
- Teaching to Student Strengths (Dr. Arauz)
- Equal Opportunity (EO Reps) Training with the Office of ESJME)
Foundations of Leadership
Student Stories

- Course title: Foundations of Leadership
- Session I: 11386 ICS–D077X–65R
- 11387 ICS– D077X–66R
- Instructors: Jackie Reza or Veronica Neal
Any Questions?
Contact Information

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Thank You!
Providing Hope & Opportunity

A Brief Presentation on how TRiO has incorporated Student Support (Re)defined, Six Factors of Success:

Directed
Focused
Nurtured
Engaged
Connected
Valued
Providing Hope & Opportunity

We are funded by U.S. Department of Education

We serve 140 students yearly (new and continuing)

Graduation & Transfer Focused

Priority: First-Gen/ Low-Income Students & Students w/ Disabilities
TRiO has adopted the 6 Success Factors of student success as *guiding principles and program values*.

We use the language of the 6 Success Factors in our communication with students. Our core activities emphasize certain areas...

- Orientation
- Workshops/Events
  - Engaged
  - Connected
- Mentoring
  - Nurturing
  - Focused
- Counseling
  - Directed
  - Focused
  - Nurtured
- Printed materials/Social media/Email
Other ways we are incorporating Student Success (Re)defined:

- “I Am Valued” was the theme of our student Recognition Ceremony in 2014. Keynote speakers prepared their speeches around this theme.

- Citing the research by the RP group on the 6 Success Factors—we report the ways in which we achieve these factors to the Department of Education annually, and recently in the writing of our grant proposal (submitted in February of 2015).
ASSESSMENT

• TRiO is developing an internal participant survey which will assess anonymously the degree to which students feel we support them, according to the Six Success Factors.

• Learning Communities SLO gave valuable insight in the areas of *Directed* *Focused* *Connected* *Valued*

• As part of the Learning Communities, TRiO and other student support programs will meet this June for a strategic planning retreat that will involve developing concrete modes of assessing our collaborations, and generating data that shows our impact on the Six Success Factors.
In Summary:

• TRiO uses the 6 Success Factors as guiding principles and program values. We make this known to students at every opportunity through our core activities.

• We will be developing a more concrete way to assess program outcomes in terms of how students feel we are affecting them in 6 these domains.

• TRiO and the broader campus Learning Communities (including APASS, Gateway to College, EOPS/b2b/CARE and CalWORKs) will be focusing on new ways to incorporate and measure program outcomes according to the 6 Success Factors.
Thank you for your attention!

TRiO Team Members:
Roxanne Rivas, *Interim Director*
Dennise Eskridge, *Counselor*
Mihiri Karunaratne, *Mentor*
Manu Sidhu, *Mentor*
Gabi Monico, *Mentor*

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How do you support student success?
Small Group Discussion Questions

• What are you already doing to help students experience one or more of the six success factors?
• What is something new you could do to increase the number of students experiencing one or more of the six success factors?
• What is something you could do to deepen how you help students experience one or more of the six success factors?
Small Group Discussion Steps

- Brainstorm within your group to address each of the small group discussion questions
- Identify at least one idea you/your team will work on when you get back
- Describe the idea in one or two sentences on a flipchart and place it on the wall.
- Identify your college on the flipchart and take a photo of the poster to bring home.
Gallery Walk

Please walk around and look at the ideas posted around the room and note which ideas you think are worth considering at your college.
IDEAS WORTH STEALING

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

• Which idea(s) from the Gallery Walk might work at your college?
• What is one tangible action you will take when you return to your college to implement the Student Support (Re)defined framework?
• How will your idea/action help advance the IEPI indicators at your college?
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
How did we do?

Please take a few minutes and provide us with some feedback by completing the following survey:

https://www.surveymonkey.com/s/IEPIStudentSupportRedefinedMayWorkshop
For more information on IEPI

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

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Thank you!