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

Rogeair Purnell, RP Group
Paul Steenhausen, Success Center for CCC

Institutional Effectiveness Partnership Initiative (IEPI)
Shasta College
September 11, 2015
Today’s Slides

The slides can be downloaded here:

http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx
Agenda

• Welcome & Introductions
• Overview of Student Support (Re)defined and IEPI
• Student Panel
• Lunch
• Small Group Activity
• College Team Break Outs
• Report Outs
• Adjourn
Questions to be Explored

• 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.

• Participants will have an opportunity to connect with others working in the region to implement activities and strategies related to Student Support (Re)defined research findings.
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 for Year One (2014-15)
  - $17.5 million for Year Two (2015-16)

• 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 (funded by Kresge)

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 consultants and implementation grants available to colleges seeking to improve

• Professional Development
  ▪ Regional workshops and online clearinghouse ("Professional Learning Network")
What are the IEPI Indicators?

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

**Accreditation**
- *Accreditation Status*
  - Fiscal Viability
- Salary and Benefits
- FTES
- Annual Operating Excess/Deficiency
- *Fund Balance*
- Cash Balance

**State and Federal Programmatic Compliance**
- *Overall Audit Opinion*

*College Goals Required for Year 1*
Why IEPI and 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 has been described as “professional development for colleges.”
  ▪ IEPI is committed to supporting the dissemination of research-based high impact practices
  ▪ Intent is to help colleges achieve the goals they have set for themselves

• Student Support (Re)defined is research-based and already translated into action by a number of colleges.

• Our purpose is to provide tools and a framework you can use to increase 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
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
- Valued
- Nurtured
- 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.
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."
Think – Pair – Share

• Select one of the following three factors and discuss one thing you could start doing on Monday in your interactions with students:
  ▪ 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.
Think – Pair – Share

• Select one of the following three factors and discuss one thing you could start doing on Monday in your interactions with students:
  ▪ 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...

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
Q & A
STUDENTS’ PERSPECTIVE

What do students think?
Panelists Introductions

- Name
- Major
- How long at Shasta College
- Future plans
Question #1

What would you say has been the one thing most important to your success as a student?
Question #2

Directed and Focused

What helped you decide on your educational and career goals and what keeps you focused on achieving your goals?
Question #3

Connected and Engaged

When have you felt a sense of belonging at the college and what made you want to actively participate in your learning?
Question #4

Nurtured and Valued

Who at the college has shown you that they care about you and your success and/or made you feel that you have something of value to offer?
Q & A
Think – Pair – Share

Consider what you learned from the panelists:
• What surprised you? What didn’t?

• What made you think?

• What will you do in response to what you just heard?
How are colleges using the Student Support (Re)defined research findings?
Student Support (Re)defined in Action

Please number off 1 through 6. You have $100K to use this academic year to improve how you help students be more…

- Number 1s: Directed
- Number 2s: Focused
- Number 3s: Nurtured
- Number 4s: Engaged
- Number 5s: Connected
- Number 6s: Valued

Be ready to share your new policies, programs, activities, etc. with the larger group
IDEAS WORTH STEALING

What will you take back to your campus?
Taking Action

Please **review** the Action Planning form, **select** a key theme and **consider** the following questions for each factor:

- What do we already do to help students experience this factor?
- What can we start doing on Monday to improve how we help students experience this factor?
- What can we do in this academic year to improve how we help students experience this factor?
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
We Want Your Input

Receiving your feedback on your workshop experience is very important to the IEPI team. Please take 5 minutes to complete this anonymous survey. A summary of the survey responses will be shared with the key IEPI partners to help them plan and strengthen future workshop content and activities.

https://www.surveymonkey.com/r/StudentSupportFall2015
For more information on Student Support (Re)defined

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

Dr. Darla Cooper, Project Director
dcooper@rpgroup.org

Dr. Rogeair Purnell, Senior Researcher
rpurnell@rpgroup.org
For more information on IEPI
http://www3.canyons.edu/Offices/IEPI/

Theresa Tena
ttena@ccccco.edu

Jeff Spano
jspano@ccccco.edu

Dr. Paul Steenhausen
psteenhausen@ccccco.edu

Dr. Matthew Lee
matthew@mcleeconsulting.com

Dr. Barry Gribbons
Barry.Gribbons@canyons.edu
Thank you!