Student Support (Re)defined:
What EOPS students say about the support they need to succeed

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Agenda

- What is Student Support (Re)defined?
- What did we find?
- What does all this mean?
- How will you use this research?
Learning Outcomes

Participants will:

- Learn about six factors that support students’ success
- Hear what students say is most important to their progress and achievement
- Use this research to identify how it can further advance their students’ success
Icebreaker

Reflect back to when you were a college student…

- What made you a successful student when you were in college?
- What makes students successful today?
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?
Research design and methodology

- Student Perspectives Methodology
  - Literature review
  - Student telephone survey (current students, leavers, completers)
  - Focus groups (current students)
Participating colleges

[Map of California with stars marking 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
  - 14% EOPS

- **Focus groups**: 102 students (4 CCCs)
Six success factors

- Directed
- Focused
- Valued
- Nurtured
- Connected
- Engaged
SUMMARY OF STUDENT PERSPECTIVES RESEARCH

What did we find?
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 tomorrow 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 tomorrow in your interactions with students:

• Engaged
• Connected
• Valued
EOPS Student Quote

Having support from the school like EOPS, that really works as an incentive to do well in school. Got to keep your grades up so you can keep getting that free stuff.
EOPS Findings

EOPS participants were more likely to indicate that:

- having a counselor or instructor who cared about their success impacted their decision to return to or complete their education
- participation in EOPS required them to stay focused on their coursework and to maintain good academic standing
EOPS Findings (cont’)

EOPS participants were more likely to indicate that:

- being engaged was important to their learning and advise their peers to be engaged in order to achieve success
- the expectations of, being challenged by and receiving feedback from their instructors significantly impacted their learning
EOPS Findings (cont’)

EOPS participants were more likely to indicate that:

• they placed a high value on classes that
  • were not all lecture
  • actively engaged students
  • had practical applications
  • included hands-on activities

• being on campus five hours or more per week outside of class time
EOPS Findings (cont’)

EOPS participants were more likely to indicate that:

• feeling as though they added value to their campuses was important to their success

• having their cultures respected was important to their success
IMPLICATIONS OF THE RESEARCH

What does all this mean?
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 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
UTILIZATION OF THE RESEARCH

How will you use this research?
Next Steps

As a result of what you have learned today, what is one change you will make or action you will take when you return to your campus?
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
Q & A
For more information on Student Support (Re)defined

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

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Thank you!