Student Support (Re)defined: What 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 it all mean?
What Is 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?
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
What Did We Find?
Student Voices: Directed

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.
Student Voices: Focused

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.
Student Voices: Nurtured

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."
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.
Student Voices: Connected

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.
Student Voices: Valued

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.
What Does It All Mean?
Differing Perspectives

What we see...

What the student experiences...

- the teacher who believes in me
- the dean who helped me get into Math 1A
- the counselor who helped me with my ed plan
- the patient tutor
- the nice woman in financial aid
- the man in the cafeteria who asks how I'm doing
- the students I study with
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.
Student Support (Re)defined Resources

- [http://www.rpgroup.org/projects/student-support](http://www.rpgroup.org/projects/student-support)
- Research brief and full report
- Action guide
- 10 Ways Faculty Can Support Student Success
- 10 Ways Everyone Can Support Student Success
- Featured practices primer
Want to Continue the Conversation?

Please join me tomorrow for the follow-up session:

10:00-11:00

Student Support (Re)defined: How We Can All Support Student Success
Q & A
For more information on Student Support (Re)defined

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

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Thank you!