Student Support (Re)defined

Participating Colleges Convening

Exploring How to Act on What Students Say They Need to Succeed
Agenda

9:30 Introductions
9:45 Ice breaker
10:00 Overview of study findings and themes
10:30 Discussion of college findings, selection of student success factor for exploration
11:45 Lunch
12:15 Introduction of success factor exploration
12:30 Student success factor exploration
1:55 Break
2:10 Cross-college sharing
2:40 Introduction of action guide
2:45 Reflections on the day and convening exit survey
Convening outcomes

Participants will:

• Explore their college’s findings, relate them to their college’s current practice & discuss opportunities for improvement

• Share their college’s findings with peers from other institutions; place their college’s findings within the context of research findings generated across the entire study

• Develop ideas for action & possible next steps for strengthening some aspect of student support on their campus
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?
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?
College selection

Selection criteria:

- Significant proportion of African-American or Latino students OR high transfer rates among African-American and/or Latino students
- Region (northern, southern, central)
- Area density (urban, suburban, rural)
- Institution size (small, medium, large)

15 invited, 13 participating
Participating colleges
Research design and methodology

Student Perspectives Methodology:

- Literature review
- Student telephone survey (current students, leavers, completers)
- Focus groups (current students)
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)
Study participants (cont.)

Among survey participants…

- 71% had taken an assessment test
- 61% received need-based financial aid
- 40% had seen a counselor
- 36% had an ed plan on record
- 14% were in EOPS
- 7% were in DSPS
Six success factors
Six success factors

**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 them to succeed as a student and helps them succeed
Six success factors (cont.)

**Connected:** Students feel they are part of the college community

**Engaged:** Students actively listen and participate in class and are involved in extracurricular activities

**Valued:** Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
What have we found so far?
Directed: Key Findings

Having direction…

- Identified by students as an important driver of achievement
  - Most frequently rated by focus group participants as top success factor
  - 79% of survey participants thought seeing a connection between their success in college and their life goals was important to their progress

- Impacted significantly by counselors and faculty who help with goal selection, ed plan development and monitoring progress
Focused: Key Findings

Being focused...

- Prioritized by *survey respondents* as **most important to their success**

- Defined as...
  - Having self-motivation
  - Doing the work required
  - Managing time effectively and efficiently

- For **African Americans and Latinos**, significantly influenced by access to **financial aid** and the ability to register for classes
Nurtured: Key Findings

Feeling nurtured...

- Prioritized by *survey respondents* as a *top success factor* (after focused)
- Cited as a *critical motivator of academic progress*
- Often *linked to other factors* of success
- *Fostered in a range of ways*—both small gestures and more comprehensive approaches
- Particularly important to *African-American students* (others wanting them to succeed)
Engaged: Key Findings

Being engaged…

- Happens inside and outside of classroom
- Significantly influenced by teachers
- Is not always recognized as important by students (and needs to be)
- For African-American and Latino students, engagement is notably impacted by the presence or absence of academic support
Connected: Key Findings

Feeling connected...

- Goes hand-in-hand with being engaged
- Most often facilitated by faculty
- Is more important to younger students
- May be an area of focus for African-American students who say they learn best when working with others but are often alone on campus
- Potentially limited by community college setting
Valued: Key Findings

Feeling valued…

- Happens in a range of ways
  - Performing community service
  - Providing feedback to instructors, college
  - Sharing family history, culture and traditions
  - Mentoring other students
  - Taking leadership roles

- Prioritized by African-American, Latino, EOPS and first-generation students as important to their success
Speed Dating: First Date 😊

Select one of the six student success factors and share with someone next to you which factor most resonates with you and why.

- Directed
- Focused
- Nurtured
- Engaged
- Connected
- Valued
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.
Transition to College Team Activities

Proceed to college team break-out location

Begin Activity 1: Your College’s Findings and Selection for Student Success Factor for Exploration
COLLEGE TEAM DISCUSSION

Your College’s Findings and Student Success Factor Selection
Lunch Discussion

Sit with someone you don’t know and share…

1. Your immediate reactions to the study’s findings

2. An effective practice, approach, policy or strategy your college is currently implementing related to one or more of the six success factors
COLLEGE TEAM DISCUSSION CONTINUED . . .

Introduction to Student Success Factor Exploration
Introduction to Student Success Factor Exploration

For the factor you’ve chosen…

1. Examine current practices and policies at your college that address the factor
2. Learn what actions students in the study indicate are helpful to their success
3. Brainstorm your own ideas for change
4. Identify your next steps
5. Prepare to share your experiences with colleagues from another college
Cross-College Team Sharing

Sit with someone from each of the other colleges and share…

1. An overview of your college’s small group work
   - Which factor did you select?
   - What resulted from the conversation?

2. A practice, policy or approach you might change as result of this research
USING THE RESEARCH TO TAKE ACTION

How can this research be used to support change?
Introduction to the Action Guide

Outlines a process and offers resources and activities designed to help colleges…

• Prepare to engage a cross-functional team in the effort

• Reflect upon current support practices in light of study findings

• Identify what more could be done

• Prioritize a plan of action
THINKING ABOUT THE DAY

Reflections and Closing
Reflections and Closing

• What worked well in today’s convening process?
• What didn’t work well?
• What would you suggest we do differently for future convenings?
Reflections and Closing

What is one thing you might do differently based on what you learned today?

Please complete exit survey before leaving!
For more information

Student Support (Re)defined website
http://www.rpgroup.org/projects/student-support

Dr. Darla Cooper, Project Director
dcooper@rpgroup.org
Thank You!