

# **Student Support (Re)defined: What Students Say Faculty Can Do to Help Them Succeed**

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# Agenda

- What is Give Students a Compass?
- What is Student Support (Re)defined?
- What have we found so far?
- What does all this mean?
- How can you use this research?

# Learning outcomes

- Identify links between Give Students a Compass and Student Support (Re)defined
- 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

# What is “Give Students a Compass?”

“Give Students a Compass” goal:

*To make the general education (GE) transfer curriculum more ....*

***purposeful***

***engaging***

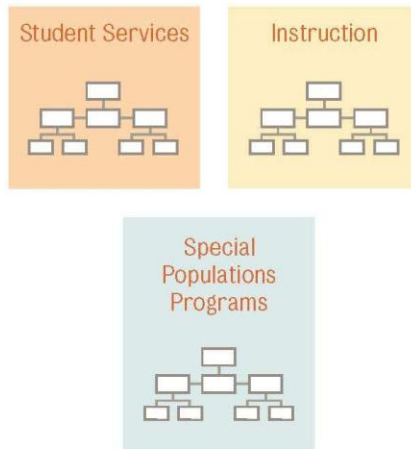
***integrative***

# Compass projects

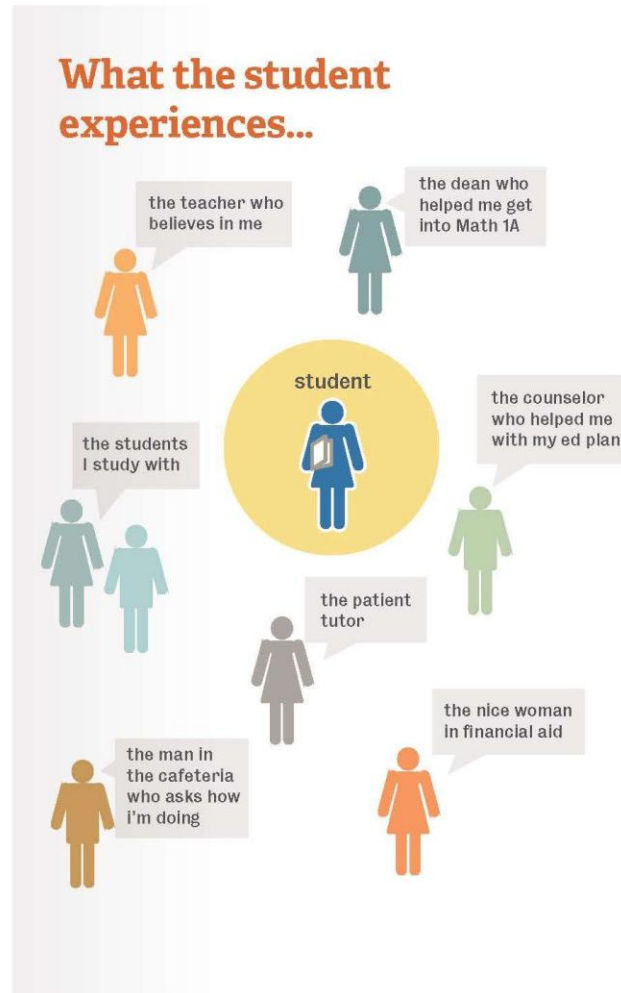
- **Six pilot partnerships**
- **Twelve networking partnerships**
- Focus on **high impact practices** in classroom to improve student learning outcomes and persistence
- **LEAP Essential Learning Outcomes**

# Consider student perspectives

## What we see...



## What the student experiences...



# Beyond curriculum

- **Compass** serves as a metaphor for navigating complex terrain toward a destination
  - Student support services in and out of the classroom
  - Habits of mind
- Connection to Student Support (Re)defined

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)

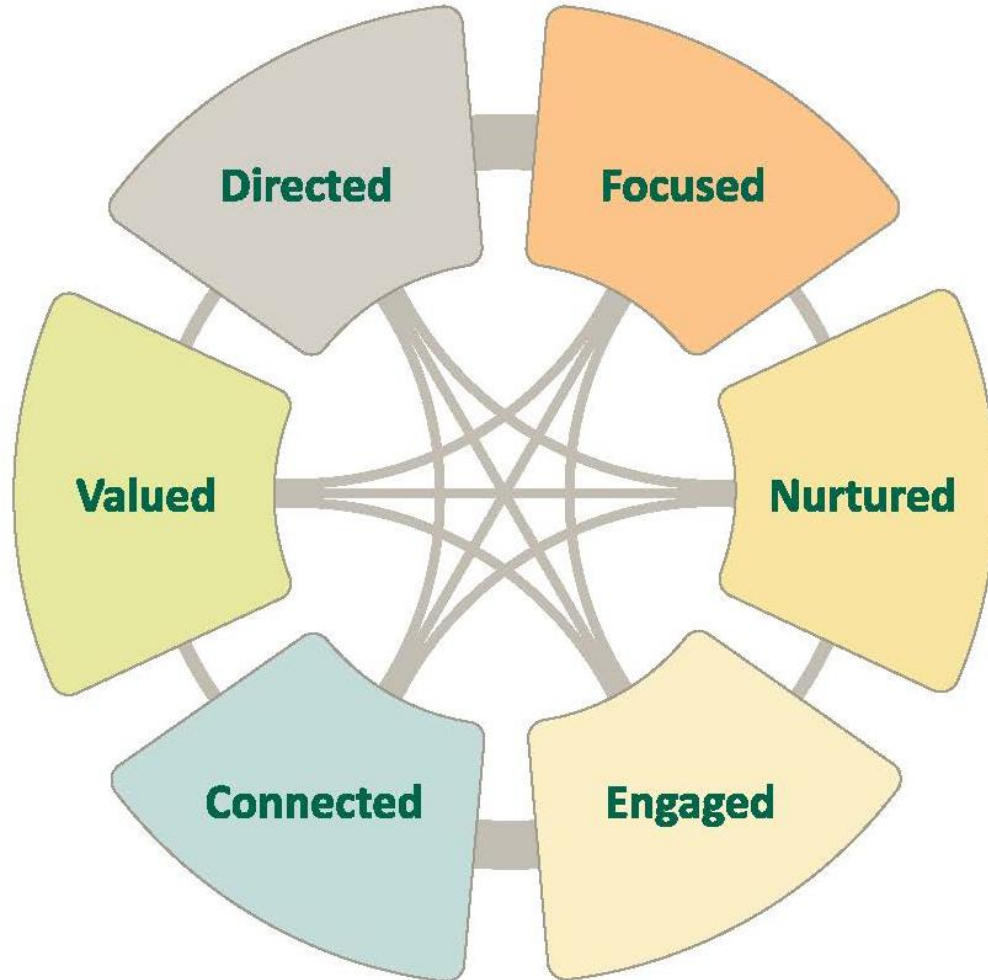
# Participating colleges



# 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



SUMMARY OF STUDENT PERSPECTIVES RESEARCH

# What have we found so far?

# 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.*

# 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.*

## 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.

## UTILIZATION OF THE RESEARCH

# How can you use this research?

# Discussion Question

In your group, discuss what you are currently doing or what you could start doing to support these success factors for students.



# 10 Ways Faculty Can Help

- Provide regular and meaningful feedback to students about their performance and progress (*focused, engaged*)
- Create opportunities for students to provide feedback on their experience in your course throughout the term (*engaged, valued*)
- Incorporate opportunities for students to share their personal and family history and culture in class assignments (*valued, engaged*)

# 10 Ways Everyone Can Help

- Ask students why they are in college (*directed, focused, nurtured*)
- Have high expectations for students and hold them accountable (*focused, nurtured*)
- Help students build peer support networks (*connected, valued*)
- Communicate and demonstrate to students that you care about their success (*nurtured, valued*)

# 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 (*coming soon*)

# For more information on Student Support (Re)defined

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

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# For more information on Give Students a Compass

<http://teachingcommons.cdl.edu.geengage>

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# Q & A



# Thank you!