Ensuring Students are Learning and Progressing Along the Pathway: What Students Say Helps Their Learning In and Out of the Classroom

CAGP Institute #5
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Presenter:
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The RP Group

www.rpgroup.org

The professional organization for Researchers and Planners in the California Community Colleges [independent nonprofit 501(c)(3)]

Mission

• Strengthen CCCs’ ability to gather, analyze, and act on information in order to enhance student equity and success

Services

• Research, evaluation, planning, professional development, and technical assistance—designed and conducted by CCC practitioners
Presentation Outline

• Review Student Support (Re)defined
• Define Pillar 4 in context of Student Support (Re)defined
• Offer examples of how everyone supports student learning (in and out of the classroom)
• Engage in team activity to leverage Student Support (Re)defined “Success Factors” for Pillar 4 planning (+ share out)
• Preview upcoming Student Support (Re)defined and Guided Pathways work
Student Support (Re)defined & Guided Pathways
Intersections and Applications
Research Question

In an environment of extreme scarcity, how can community colleges feasibly deliver support both inside and outside the classroom to improve success for all students, with a particular focus on African-American and Latino learners?
Research Overview

2012-2014

Study participants:
- 13 California community colleges
- 900 participants (current students, completers, leavers)

Study activities:
- Phone surveys, campus-based focus groups
- Regional convenings
- Presentations
- Action guides, practical examples, tools
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
Six Success Factors

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

Connected
Students feel they are part of the college community
Six Success Factors

Nurtured
Students feel somebody wants and helps them to succeed

Valued
Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
Directed and Focused: Key Findings for African-American and Latino Students

**Directed**
- Both African-American and Latino students were more likely to cite the importance of **having programs and services available to help them successfully navigate college**

**Focused**
- Both African-American and Latino students were more likely to indicate that **not passing a class** as a very important reason not to re-enroll
Engaged and Connected: Key Findings for African-American and Latino Students

**Engaged**

- African-American and Latino students were more likely to indicate that *working with diverse groups of students* positively affected their learning and that they *learn best when working with others*

**Connected**

- African-American and Latino students were more likely to be report spending their time outside of class on campus alone
Nurtured and Valued: Key Findings for African-American and Latino Students

**Nurtured**

- African-American students were more likely to say that having someone at the college who cared about them was a key motivating factor in their decision to return to the college the following semester.

**Valued**

- Both African-American and Latino students were more likely to indicate that feeling valued was important to their success.
Differing Perspectives on the Student Experience
Key Themes

1. Colleges need to foster student 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.
Defining Pillar 4: Ensure Students Are Learning

In the Context of Student Support (Re)defined
Ensure Students Are Learning: What Does it Look Like?

**Features:**

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes
## Connecting Themes to Pillar 4

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<thead>
<tr>
<th>Themes</th>
<th>Pillar 4: Ensuring Students are Learning</th>
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<td>● Applied learning experiences&lt;br&gt;● Systems/procedures for students to track their mastery of learning outcomes</td>
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| 5. Everyone has a role to play in supporting student achievement, but faculty must take the lead. | ● Project-based, collaborative learning  
● Applied learning experience  
● Faculty-led improvement of teaching practices |
Crosswalk: Student Support (Re)defined and Guided Pathway

Demonstrates how implementing various guided pathways activities can help a college realize the six success factors:

• Concrete examples for each pillar
• Suggestions as to where these activities might practically occur
• Discussion questions to spark dialogue and support any student success effort
## Crosswalk: Ensuring Students Are Learning

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<td>Directed</td>
<td>Communicating what it takes to be successful at the next phase of their education/career helps students be better prepared to meet those expectation.</td>
<td>Alignment of program learning outcomes to four-year institutions and employer expectations ♦ Relationships with faculty at four-year institutions ♦ Advisory committees ♦ Employer engagement</td>
</tr>
<tr>
<td>Focused</td>
<td>Knowing that they are learning helps students stay motivated and make progress towards their goals.</td>
<td>SLO database accessible to students ♦ Classroom assessment techniques ♦ Regular feedback from faculty on performance</td>
</tr>
<tr>
<td>Connected</td>
<td>Opportunities to be involved in and out of the classroom help students identify connections in their learning and reinforce their pathway focus and academic/career choices.</td>
<td>Mentoring ♦ Study groups ♦ Student clubs and government ♦ Internships ♦ Instructional faculty ♦ Campus jobs Service learning ♦ Project-based learning ♦ Faculty office hours</td>
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<td>Engaged</td>
<td>Activities outside of the classroom help students deepen their learning.</td>
<td>Internships ♦ Cooperative education ♦ Service learning ♦ Campus jobs ♦ Undergraduate research</td>
</tr>
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<td></td>
<td>Encouraging students to more closely interact with their coursework as well as with their peers and faculty results in more active learning.</td>
<td>Study groups ♦ Project-based learning ♦ Faculty office hours ♦ Flipped classroom ♦ Faculty-led improvement of teaching practices</td>
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<td>Nurtured</td>
<td>Students want to know that individual(s) on the campus care about their learning as well as the factors that can either enhance or hinder their learning.</td>
<td>Mentoring ✦ Counseling ✦ Faculty office hours ✦ Faculty advising</td>
</tr>
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<td>Providing students with ongoing and regular feedback on their learning helps students identify additional opportunities to improve their learning.</td>
<td>Frequent learning assessments (graded or ungraded) ✦ Constant access to progress/grade in the class</td>
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<td><strong>Valued</strong></td>
<td>Analyzing SLO data and using those data to improve teaching practice shows students that the college values student learning. Students want the opportunity to provide feedback on their classroom experience in order to help shape their own learning.</td>
<td>Classroom Assessment Techniques  ♦ Faculty evaluation surveys</td>
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Ways Everyone Can Ensure Students are Learning and Progressing
10 Ways Briefs

10 Ways **Everyone** Can Help Support Student Success
10 Ways **Faculty** Can Support Students’ Success

- Suggestions gleaned from ~900 Student Support (Re)defined respondents
- Derived from what students said has helped them succeed, not hypothetical
- Direct implications for how to help students learn both in and out of the classroom
Ways to Help Students Feel Directed

Faculty
• Ask students about their educational and career goals

Everyone
• Ask students why they are in college
• Connect students with services or resources that can help with career exploration, goal selection, and ongoing academic assistance
Ways to Help Students Feel Focused

Faculty

• Integrate career and educational goal exploration into assignments

• Provide regular and meaningful feedback to students about their performance and progress towards their goals

Everyone

• Have high expectations for students and hold them accountable
Ways to Help Students Feel Engaged

Faculty
- Regularly ask students if they understand the course material and direct them to available assistance when needed
- Connect or provide students with opportunities to help their peers

Everyone
- Help students navigate their way through the different offices, programs, and services at the college
- Ask students for feedback about their experience, including what works, what needs improvement, and what’s missing
- Encourage participation in out-of-class activities
Ways to Help Students Feel Connected

Faculty
• Provide opportunities for and encourage students to connect with and support each other

Everyone
• Show students that you are proud to work at your institution and that they should proud to be enrolled at your community college
• Help students build peer networks
Ways to Help Students Feel Nurtured

Faculty
• Learn your students’ names and ask them how they are doing

Everyone
• Communicate and demonstrate to students that you care about their success
Ways to Help Students Feel Valued

Faculty
• Incorporate opportunities for students to share their personal and family history and culture in class assignments
• Create opportunities for students to provide feedback on their experience in your course throughout the term

Everyone
• Recognize the value of students’ talents, abilities, skills and experiences and connect them with opportunities to contribute
Team Discussion

Select 1-2 success factors and discuss...

In the Guided Pathways context:

• Which of the 10 ways are you doing well that can be scaled?

• Which ones offer an opportunity for you to do more? How and why?

** Be prepared to share out **
Share Out

• Which of the 10 ways are you doing well that can be scaled?
• Which ones offer an opportunity for you to do more? How and why?
Team Time #1

Additional questions to consider for College Team #1 will offer an opportunity to...

• Consider how to develop a culture where everyone feels responsibility for student success
• Identify ways to empower and prepare faculty to be a primary support of student success
• Explore how to stoke students’ motivation in and outside the classroom especially at points when students’ motivation is likely to fade
Coming Soon

• **Updated interactive crosswalk** demonstrating intersections between 4 pillars, success factors, and CCC Guided Pathways 14 key elements + practical applications

• **Tools to address key Guided Pathways inquiry and design issues leveraging Student Support (Re)defined findings** (e.g., identification of student/institutional challenges, AB 705, meta-majors, onboarding, integrated support)

• **Research brief connecting Student Support (Re)defined + Guided Pathways**
Resources

Student Support (Re)defined webpage:
http://rpgroup.org/Student-Support

10 Ways Documents:
10 Ways Faculty Can Support Student Success
10 Ways Everyone Can Support Student Success

Crosswalk:
Student Support (Re)defined Intersections with Guided Pathways
Crosswalk
Thank you!

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