

Student Support (Re)defined: What African-American and Latino students say about the support they need to succeed

Darla M. Cooper, Ed.D.

Director, Research and Evaluation

The Research and Planning (RP) Group

Foothill College

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Agenda

- 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

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

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)

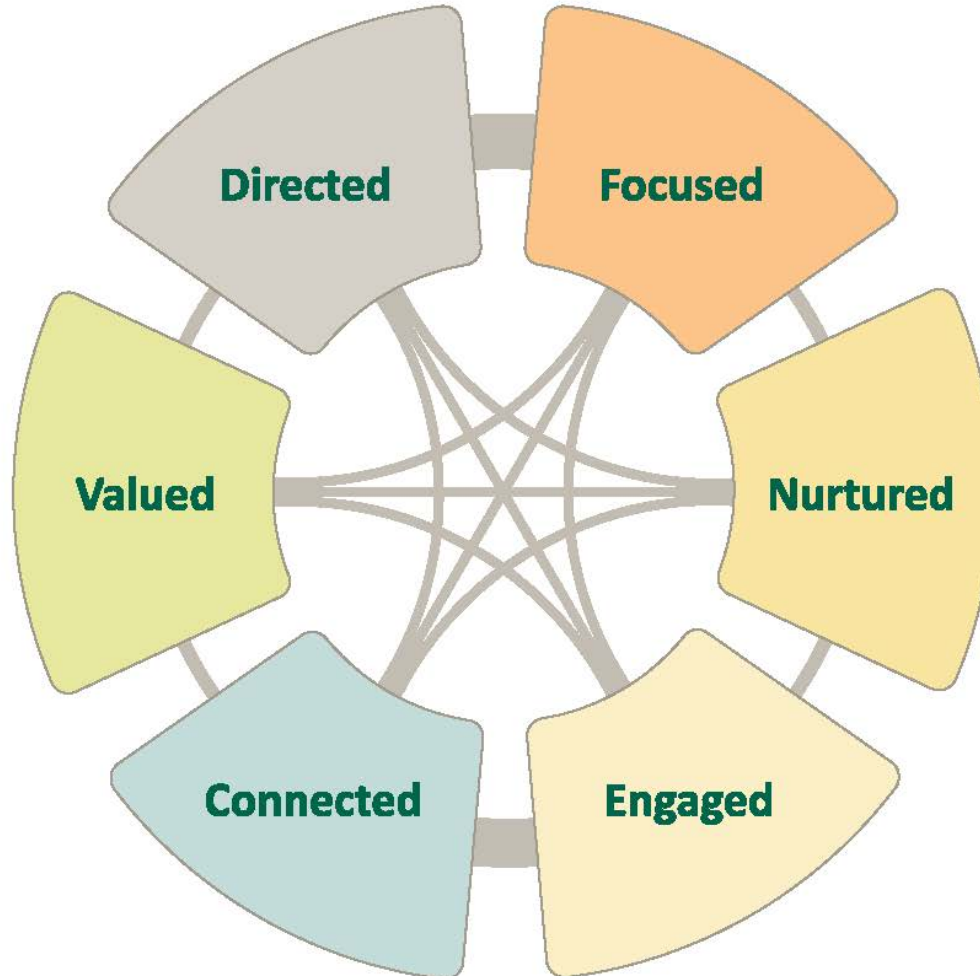
Participating colleges



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.

Directed:

Key Findings for African-American and Latino Students

- At colleges with high % of African-Americans, **African-American students were less likely to have received counseling or have ed plan**
- At colleges with high transfer rates among Latinos, **Latino students were more likely to have received counseling**
- 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: 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.

Focused: Key Findings for African- American and Latino Students

Both African-American and Latino students:

- Were more likely to report the **inability to register for needed classes**, lack of **transportation** and the lack of **financial aid** as barriers to their persistence
- Were more likely to indicate that **not passing a class** was a very important reason not to re-enroll

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."

Nurtured: Key Findings for African- American and Latino Students

African-American students:

- Were more likely to indicate that **others wanting them to succeed** was particularly important to their success
- 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

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.

Engaged: Key Findings for African- American and Latino Students

Both African-American and Latino students:

- Were more likely to report that their success is impacted by **the presence or absence of academic support**
- Were more likely to indicate that **working with diverse groups of students** positively affected their learning
- Were more likely to indicate that they **learn best when working with others**

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.

Connected: Key Findings for African- American and Latino Students

- Both African-American students and Latino students were more likely to report **spending their time outside of class on campus alone**
- African-American students were **more likely to reference their peers** and **less likely to reference a class** when sharing a time when they felt connected to the college

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 organizationI'm able to make arguments about why you don't do certain things So, yeah, in that sense, I feel very valued.

Valued: Key Findings for African- American and Latino Students

Both African-American and Latino students:

- Were more likely to indicate that **feeling valued was important to their success**
- Were more likely to highlight the importance of **sharing family history, culture and traditions**, and **taking on leadership roles** as ways they want to add value

IMPLICATIONS OF THE RESEARCH

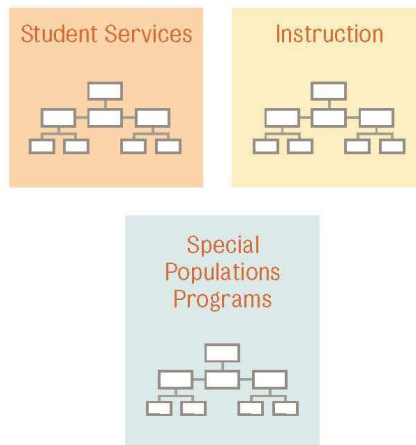
What does all this mean?

Key Themes

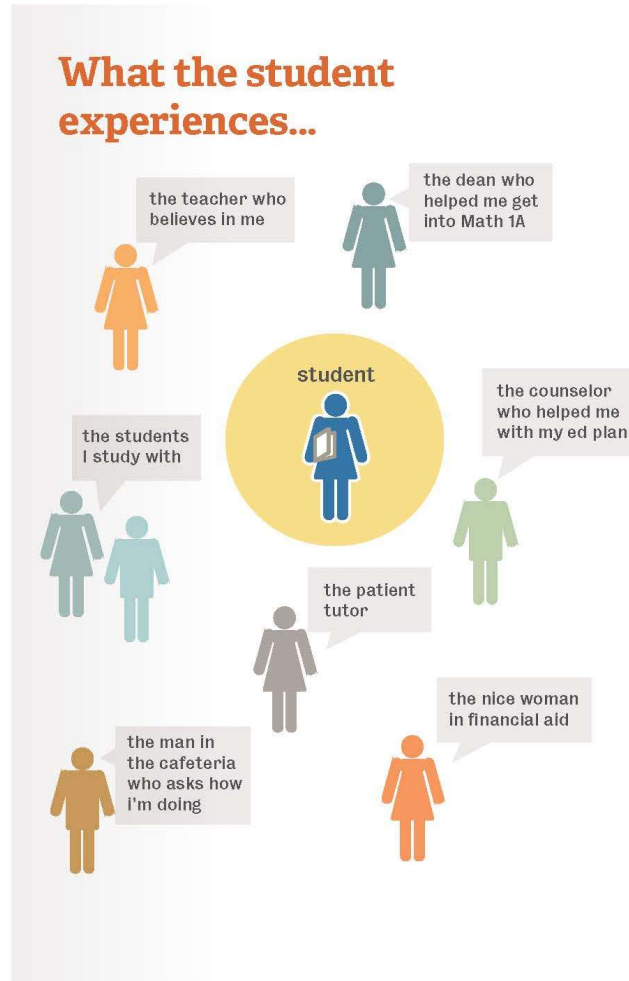
1. Colleges need to foster students' motivation.
2. Colleges must teach students how to succeed in the postsecondary environment.
3. Colleges need to structure support to ensure all "six success factors" are addressed.
4. Colleges need to provide comprehensive support to historically underserved students 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...



What the student experiences...



UTILIZATION OF THE RESEARCH

How can you use this research?

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*)

Q & A



For more information on Student Support (Re)defined

[http://www.rpgroup.org/projects/
student-support](http://www.rpgroup.org/projects/student-support)

Dr. Darla Cooper, Project Director
dcooper@rpgroup.org

Thank you!