

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

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**Presenter:**

Dr. Darla Cooper, Executive Director

# The RP Group

[www.rpgroup.org](http://www.rpgroup.org)

## **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

## **Organization**

501(c)3 with roots as membership organization

# Presentation Outline

- Overview of 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)

# 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:

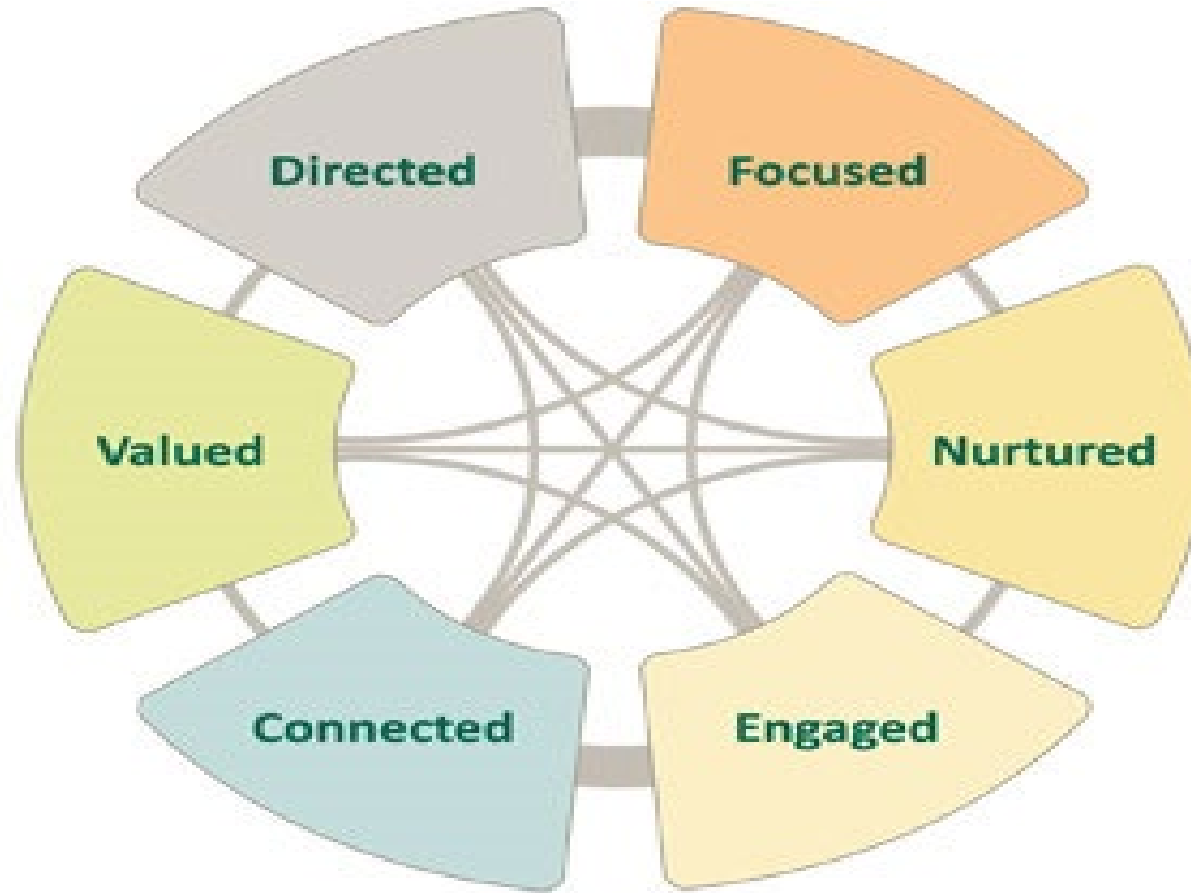
- 13 California community colleges
- 900 participants (current students, completers, leavers)

Study activities:

- Phone surveys, campus-based focus groups
- Regional convenings
- Presentations
- Action guides, practical examples, tools



# Six Success Factors



# 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.*

# 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

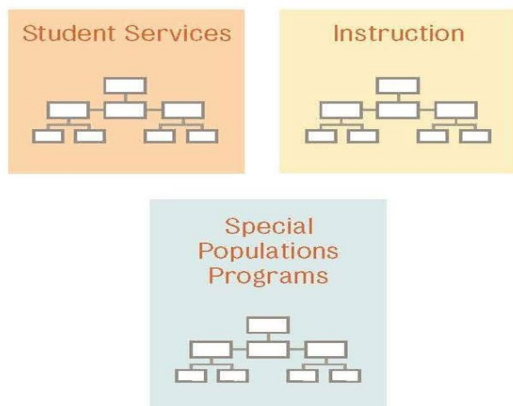
## Valued

- Both African-American and Latino students were more likely to indicate that **feeling valued was important to their success**

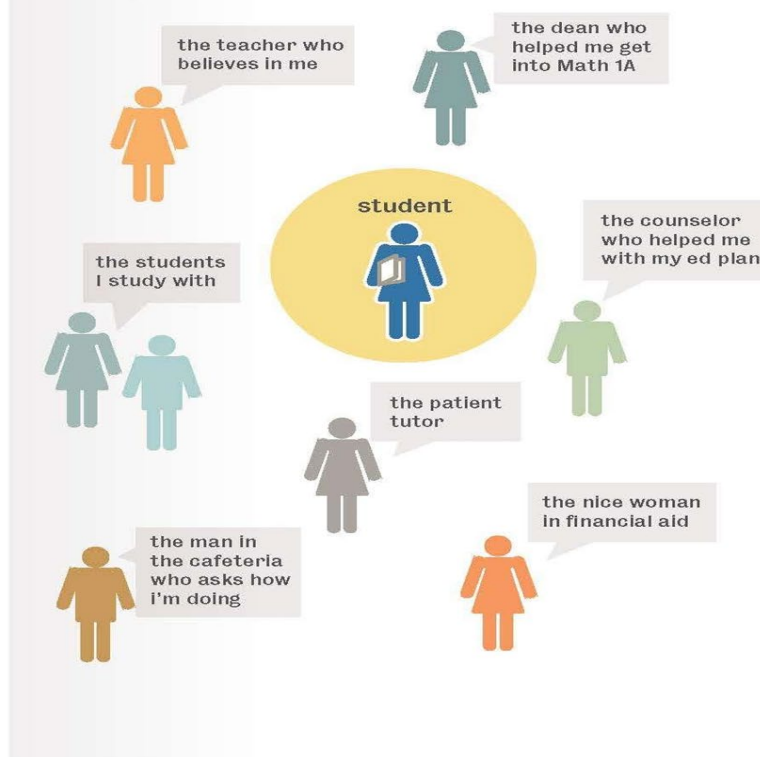


# Differing Perspectives on the Student Experience

## What we see...



## What the student experiences...



# Themes for Institutional Transformation

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

Themes	Pillar 4: Ensuring Students are Learning
1. Colleges need to foster student motivation.	<ul style="list-style-type: none"><li>• Applied learning experiences</li><li>• Systems/procedures for students to track their mastery of learning outcomes</li></ul>
2. Colleges must teach students how to succeed in the postsecondary environment.	<ul style="list-style-type: none"><li>• Systems/procedures for the college and students to track mastery of learning outcomes</li></ul>
3. Colleges need to structure support to ensure all six success factors are addressed.	<ul style="list-style-type: none"><li>• Project-based, collaborative learning</li><li>• Applied learning experiences</li></ul>

# Connecting Themes to Pillar 4

Themes	Pillar 4: Ensuring Students are Learning
4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.	<ul style="list-style-type: none"><li>• Inescapable student engagement</li></ul>
5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.	<ul style="list-style-type: none"><li>• Project-based, collaborative learning</li><li>• Applied learning experience</li><li>• Faculty-led improvement of teaching practices</li></ul>

# 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

Success Factor	Intersection	Implementation Strategies
<b>Directed</b>	Communicating what it takes to be successful at the next phase of their education/career helps students be better prepared to meet those expectation.	Alignment of program learning outcomes to four-year institutions and employer expectations ♦ Relationships with faculty at four-year institutions ♦ Advisory committees ♦ Employer engagement
<b>Focused</b>	Knowing that they are learning helps students stay motivated and make progress towards their goals.	SLO database accessible to students ♦ Classroom assessment techniques ♦ Regular feedback from faculty on performance
<b>Connected</b>	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.	Mentoring ♦ Study groups ♦ Student clubs and government ♦ Internships ♦ Instructional faculty ♦ Campus jobs Service learning ♦ Project-based learning ♦ Faculty office hours



# Crosswalk: Ensuring Students Are Learning

Success Factor	Intersection	Implementation Strategies
Engaged	Activities outside of the classroom help students deepen their learning.	Internships ♦ Cooperative education ♦ Service learning ♦ Campus jobs ♦ Undergraduate research
	Encouraging students to more closely interact with their coursework as well as with their peers and faculty results in more active learning.	Study groups ♦ Project-based learning ♦ Faculty office hours ♦ Flipped classroom ♦ Faculty-led improvement of teaching practices

# Crosswalk: Ensuring Students Are Learning

Success Factor	Intersection	Implementation Strategies
<b>Nurtured</b>	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.	Mentoring ♦ Counseling ♦ Faculty office hours ♦ Faculty advising
	Providing students with ongoing and regular feedback on their learning helps students identify additional opportunities to improve their learning.	Frequent learning assessments (graded or ungraded) ♦ Constant access to progress/grade in the class

# Crosswalk: Ensuring Students Are Learning

Success Factor	Intersection	Implementation Strategies
Valued	Analyzing SLO data and using those data to improve teaching practice shows students that the college values student learning.	Classroom Assessment Techniques ♦ Faculty evaluation surveys
	Students want the opportunity to provide feedback on their classroom experience in order to help shape their own learning.	

# 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 be 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?

# Breakout Session

Please join me to dive deeper into the 10 Ways Faculty Can Support Student Learning and Success, where we'll discuss and share:

- How the 10 ways could impact the learning environment for students?
- What are you already doing?
- What is something you could do differently?
- What is something new you could try?

# 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!

## Presenter's Contact Information:

Darla Cooper, EdD

The RP Group, Executive Director

[dcooper@rpgroup.org](mailto:dcooper@rpgroup.org)