



## WELCOME!

- ★ please sign in
- ★ those of you who RSVPed, help yourself to a lunch
- ★ meet at least one colleague whom you have not yet met

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## **six student success factors**

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Friday 02.19.16 ○ 12<sup>30</sup> • 1<sup>30</sup> PM ○ RM 36 • 355

sponsored by the offices of pd + cpie ○ facilitated by micah jendian



[re]fresh

*fridays*

- ▶ **to reinvigorate at the end of the week**
- ▶ **to meet and talk with colleagues from across the campus**  
[and, thus, strengthen campus connections]
- ▶ **to engage with provocative ideas**  
[and to spark your own reflections and insights]
- ▶ **to – directly or indirectly – inspire and inform our individual and collective efforts in support of student success and equity**



## *Student Support (Re)defined*

a multi year study (2001-14)



by the RP Group of California  
Community Colleges



how to deliver support both **inside** +  
**outside** the classroom to improve  
success for *all* students





unique feature of

*Student Support (Re)defined*

purposefully designed to bring

**STUDENT PERSPECTIVES**

to the growing body of research

on how to increase educational goal attainment





## *Student Support (Re)defined*

785 students ▶ phone surveys


105 students ▶ focus groups



13 community colleges



with special attention to the factors  
African Americans and Latinos and first  
generation students cite as important to  
their achievement



## DIFFERENTIAL SUCCESS / DISPROPORTIONATE IMPACT

- ★ 37% [students who start in Basic Skills English → transfer level English in 3 yrs]
  - 24% [black]; 33% [latino]; 46% [white]
- ★ 16% [students who start in Basic Skills Math → transfer level English in 3 yrs]
  - 13% [black]; 14% [latino]; 18% [white]
- ★ 70% [course success rates]
  - 59% [black]; 65% [latino]; 75% [white]; 67% [20-24 yrs old]
- ★ 58% [persist fall semester to following fall semester]

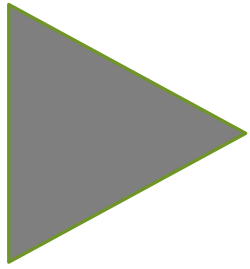


**student success factors**



# session aims

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**raise awareness about this significant study and its major findings**

**prompt your ongoing considerations of how you:**

already help students experience the Six Student Success Factors [so that you can do that more intentionally] AND

might increasingly facilitate students' experience of these factors



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People will forget what you said.  
People will forget what you did.  
But people will never forget  
how you made them feel.

*Maya Angelou*

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# Six Success Factors

... before unveiling the findings, make some predictions by completing the sentence below with a single word after each bullet:

.....  
Students who feel:

- 
- 
- 
- **engaged**
- 
- 

are more likely to achieve their educational goals.

Students Share Their...

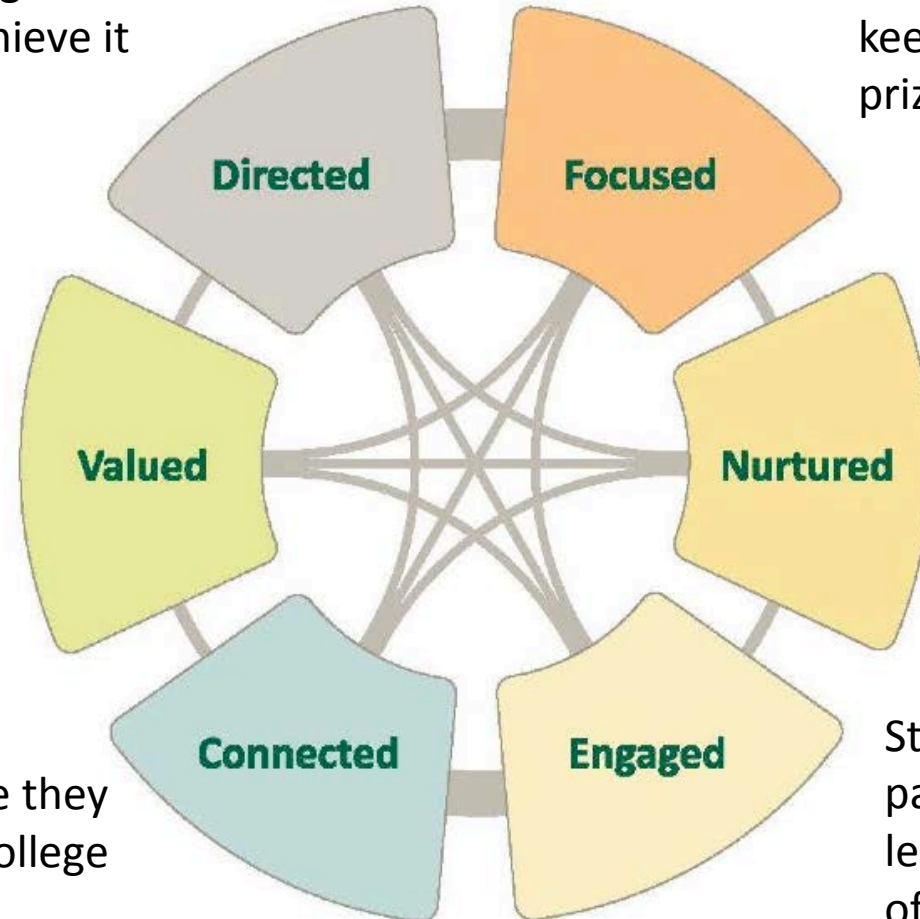
# Six Success Factors

Students have a goal & know how to achieve it

Students stay on track keeping their eyes on the prize

Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated

Students feel like they are part of the college community



Students feel somebody wants & helps them to succeed

Students actively participate in their learning both in & out of class

# Six Success Factors

resonate?

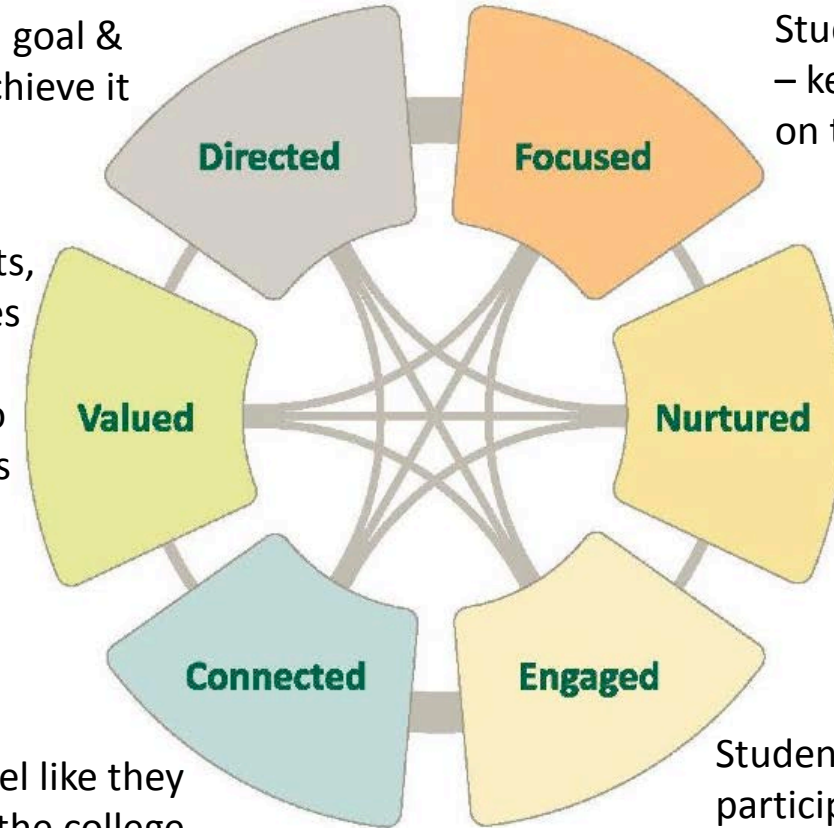


match some of your predictions?

turn and tell a colleague  
if you can think of anything that  
you know we are doing  
**as an institution, systemically**  
that aims to have students  
feel/experience these  
success factors

Students have a goal &  
know how to achieve it

Students stay on track  
– keeping their eyes  
on the prize



Students' skills, talents,  
abilities & experiences  
are recognized; they  
have opportunities to  
contribute on campus  
& feel their  
contributions are  
appreciated

Students feel  
somebody wants  
& helps them to  
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Students feel like they  
are part of the college  
community

Students actively  
participate in their  
learning both in & out  
of class

“

Ask one of your colleagues what kind of support is offered to students at your college.

Chances are that person will identify counseling, financial aid, or perhaps mention a particular program such as EOPS, Puente or Umoja.

These examples represent how those of us who work in colleges have come to think of student support—as services that ‘live’ in particular institutional functions and that are the primary responsibility of people with titles such as counselor or specialist.

”

“

However,  
students **do not** experience support  
the same way.

”

“

Where faculty, staff and administrators see divisions, departments, functions and job descriptions, **students see people.**

Our research uncovered that, for students, support providers include faculty members who are interested in what they think and ask them a lot of questions, as well as staff who help them find their way to the financial aid office. They include administrators who advocate on their behalf, counselors who share information about which courses to prioritize and fellow students in their study groups who helped them stay on track with their course assignments.

In short, students have a very broad definition of support and, in their minds, **everyone on campus is—or can potentially become—part of a system that helps them reach their goals.** ”

“**Student responses highlight how everyone on a campus can affect their achievement.** They underscore the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students’ success.

**Yet, across the board, students most commonly recognized faculty as having the greatest potential impact on their educational journeys.**

Instructors can support student achievement by finding ways to incorporate elements of the six success factors into course content and delivery. Faculty can also work with others across the college to integrate different types of support into the classroom and help connect students with any assistance they might need outside their coursework.”

## Independently Review “10 Ways . . .”

**Mark an “S” next to anything that surprises you.**



**Mark a “D” next to something that already do in your classroom.**



**Mark an “I” next to the “ten ways” you are interested in or can envision further integrating.**

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***Each “way” may be marked by more than one letter.***



way 5

**Learn your students' names and ask them how they are doing (nurtured, connected)**

Knowing every student's name can be a challenge, especially in large classes, yet there are techniques such as name tags or plates that can prove useful. Recognizing someone by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course. For students who approach you, learn their name, ask them how they are doing, and wait for the answer.



40+ faculty attended

"How To Memorize Anything . . ."



resonates with some of the tips shared by Dr. Harris and Dr. Wood

Connect with Students as Individuals

Arrive a Few Minutes Early and Leave a Few Minutes Late [simple interactions]

"Glad you were here"

"Nice to see you."

"How are things going?"

"How are your other classes?"

Increase Sense of Belonging

Check in Frequently with Students - especially those who [seem to be] "disappear[ing]."

# sharing + brainstorm

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**directed** ○ **focused** ○ **nurtured** ○ **valued** ○ **engaged** ○ **connected**

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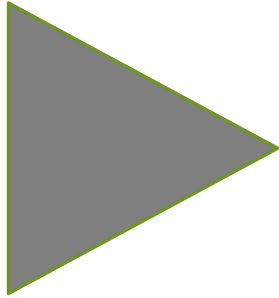
- ➔ Working with one or two of these 6 factors and their specific definitions, identify, share, OR generate something
  - that you already do or can envision doing to create any of the 6 factors OR provide greater specificity regarding one of the “10 ways.”
- ➔ Each group should be prepared to succinctly share out two specific (potential) practices

## An Example

**CONNECTED:** create a folder on my course blackboard site titled “Campus Events and Engagement Opportunities” and – occasionally – make brief announcements raising awareness and encouraging their participation.

# session aims

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might increasingly facilitate students' experience of these factors

*Please complete the session evaluation  
which will be emailed to you soon.*

*Plan to attend more of the semester's  
fridays offerings.*



S<sup>3</sup>

student  
services  
sessions



get deft

distance ed  
friday trainings

some  
upcoming pd  
opportunities



undocumented  
students  
task force



*thank you!*



*micah jendian*

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