



FOOTHILL-DE ANZA
Community College District

Student Support (Re)defined Equitable, Integrated & Cost Effective Student Support

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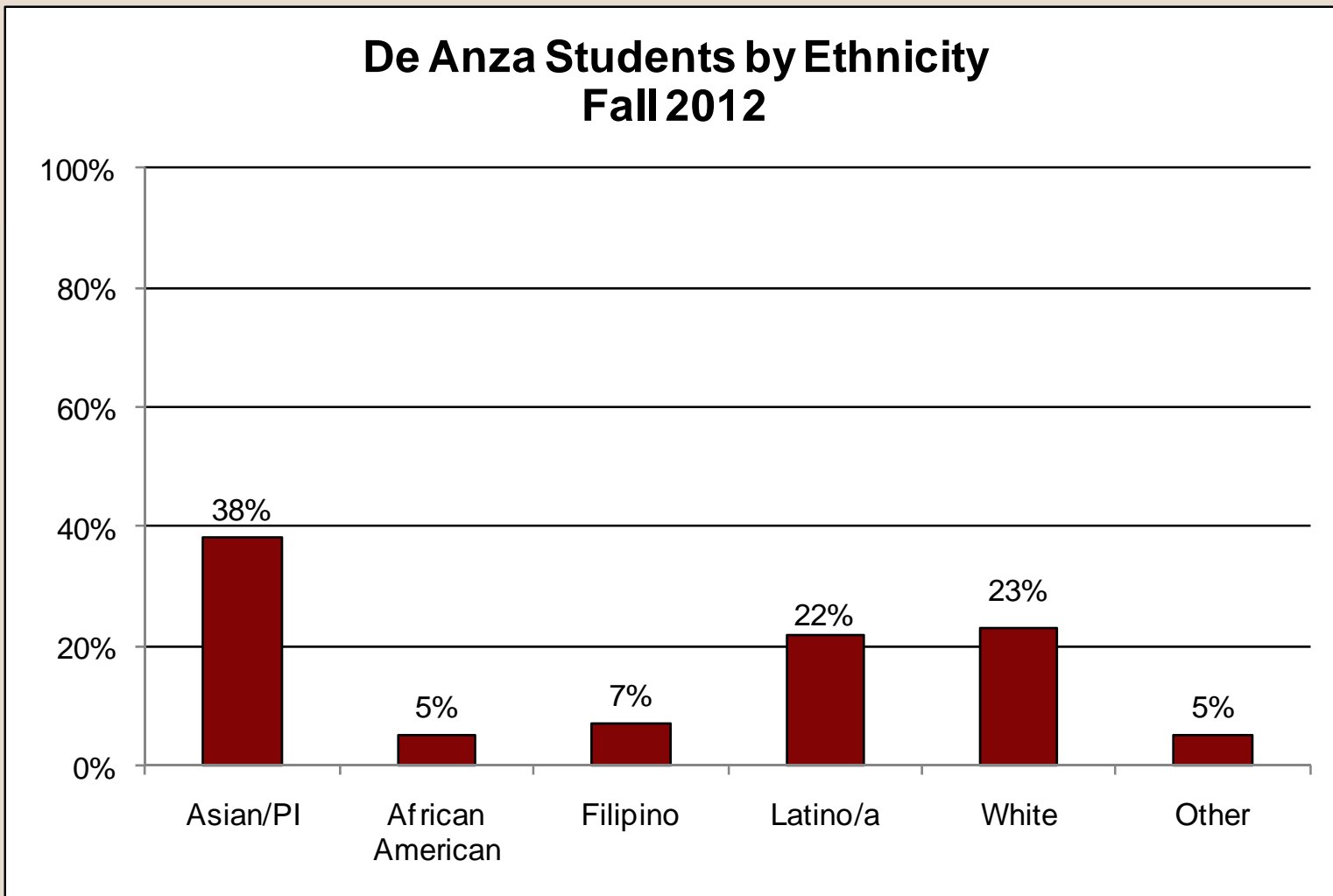


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Brief Overview of Students and Faculty by Ethnicity De Anza College



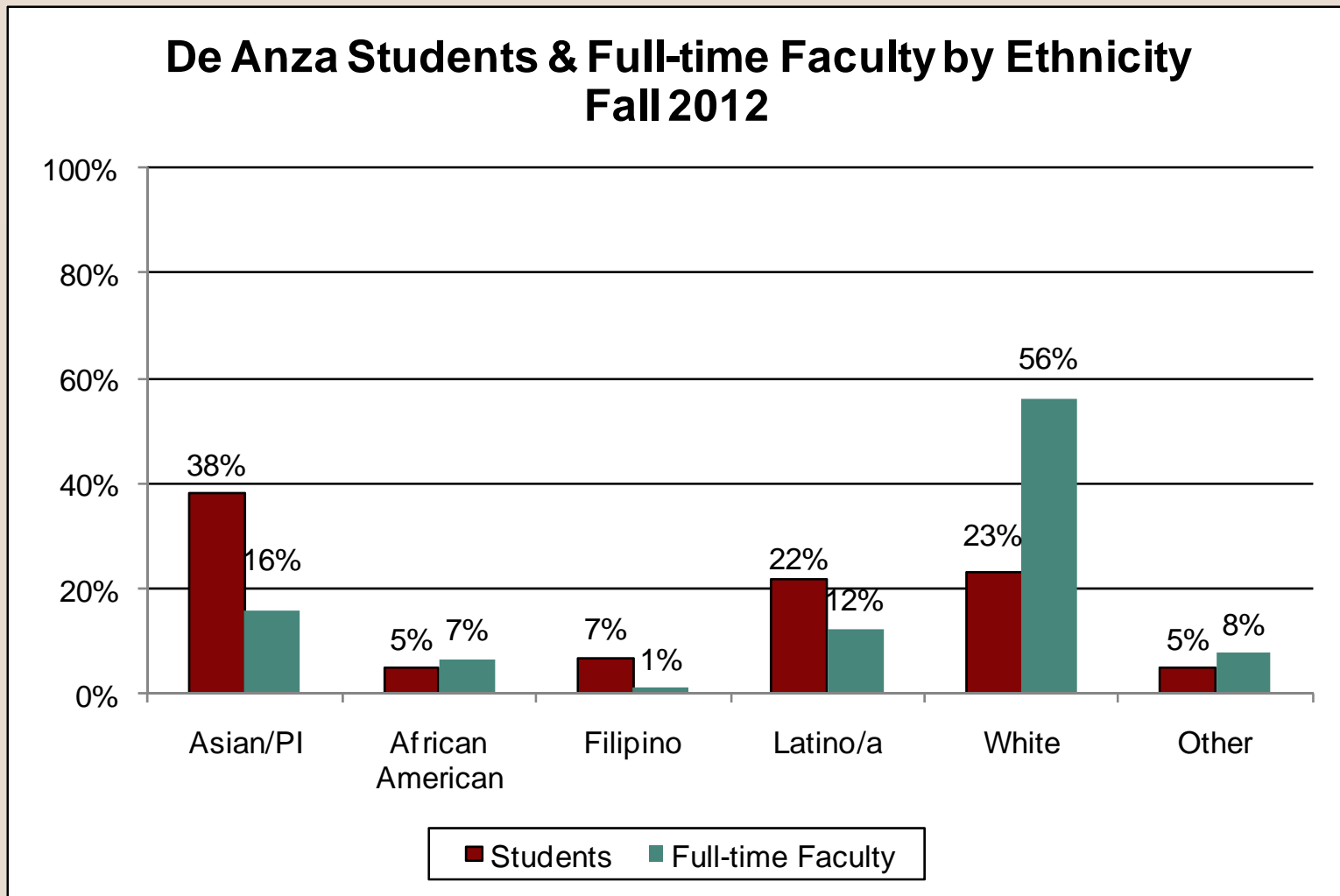
Student Ethnicity



Source: FHDA IR&P



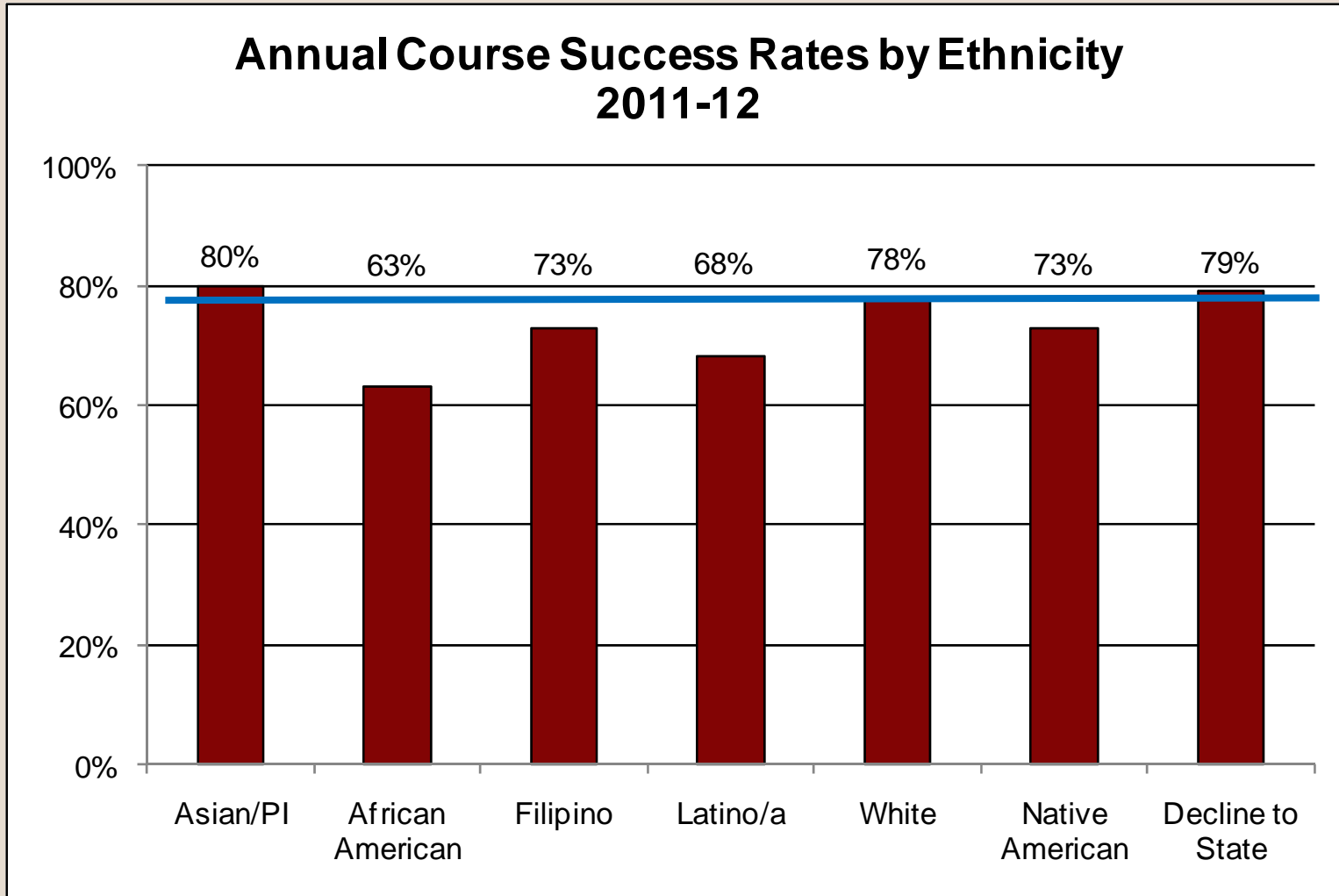
Student and Faculty Ethnicity



Source: FHDA IR&P



Course Success Rates by Ethnicity



Source: FHDA IR&P

Institutional Metric: By 2015, the college will achieve a less than 5-percentage-point difference between the annual course success rate for historically underserved groups and all other groups.



Student Support (Re)defined

Findings



Survey Sample

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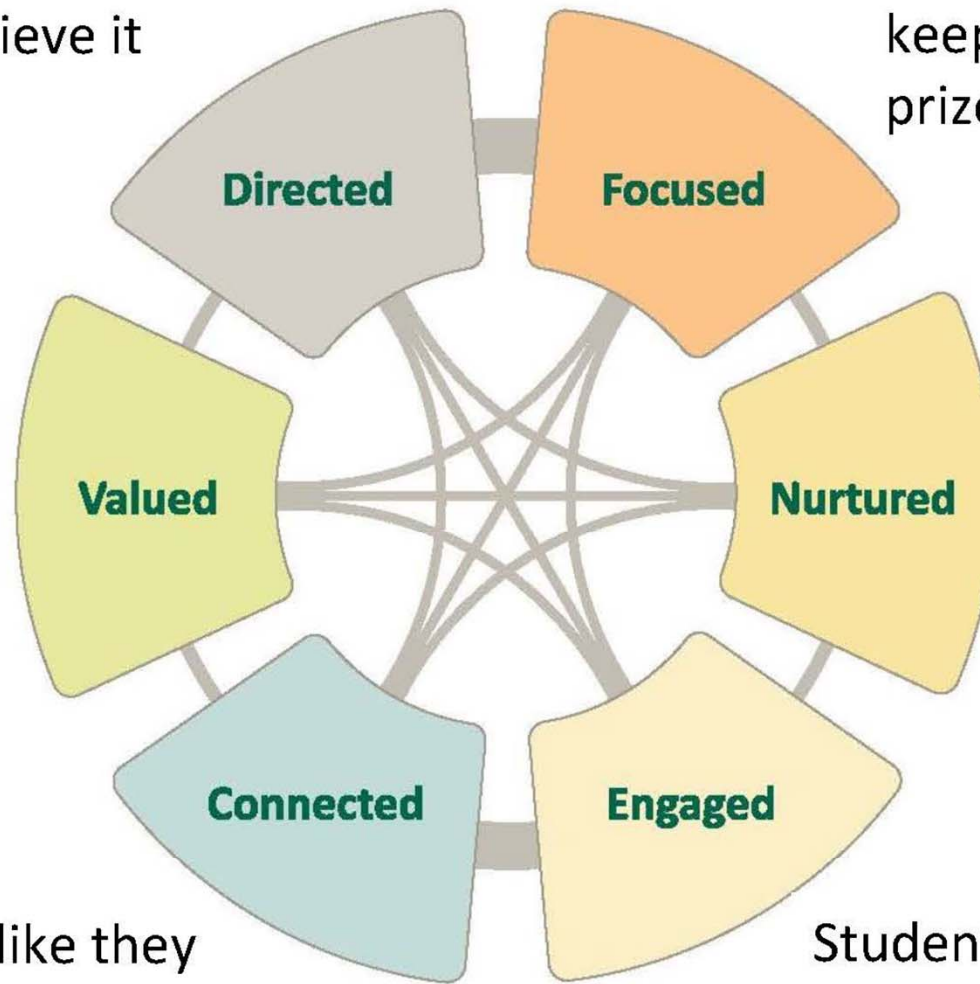
Study conducted by the Research and Planning Group for the California Community Colleges (RP Group)

- 13 colleges participated:
 - 900 students total
 - 785 students were surveyed (current students, leavers and completers)
 - 102 students participated in focus groups
 - Participants selected from a random sample that oversampled African American and Latino students
 - 65 De Anza students

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 somebody wants & helps them to succeed

Students feel like they are part of the college community

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



Key Themes and Strategies

Distinct themes emerged that can inform college initiatives to increase completion through targeted support:

- Acknowledge **students as key agents in their own educational success** while highlighting that the motivation learners bring to college may not be enough to guarantee completion
- Speak directly to the need to **teach students how to succeed**
- Underscore the importance of **comprehensive service delivery to targeted populations**
- Recognize the important role the entire **college community** plays in student success, but emphasize the need for **faculty leadership**



Connecting Targeted Students to Services

African-American, Latino and first-generation students in this study highlighted the following as key to their success:

- Connecting with necessary and available **financial assistance**
- Experiencing **opportunities to connect with others**, including peers and educators, both **during and outside of class**
- Receiving academic assistance outside of class through either **formal tutoring and mentoring programs or informal study groups** and peer networks
- Feeling **their success mattered to others**
- Having their **family history and culture valued** in the educational setting
- Taking part in their **campus community** and feeling **recognized for their contributions**



A Focus on the De Anza Results

65 students participated in the study from De Anza and shared the following information:

- De Anza participants identified **being engaged as the most important factor contributing to their success** - the overall sample was more likely to say that being focused was most critical.
- De Anza participants were **more likely to have completed an education plan**, but less likely to have taken an assessment test, received counseling or need-based financial aid.
- De Anza students highlighted the **importance of instructors really caring about students** and challenging students to do the best they could. It was also very important to them that they could **relate to what they were studying**. Survey participants overall agreed on the importance of these factors.
- De Anza students were **more likely to spend over 10 hours per week on campus outside of class** than the entire sample.



Additional Information

Executive Summary:

<http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf>

Full Report:

<http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf>

The RP Group:

<http://www.rpgroup.org/>