Factors Impacting the Performance of Under-served Students

A Research Agenda for Foothill De Anza CCD

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Overview

- Background:
    - Definition, Level of Analysis, Past Research
- Research Strands:
    - Profile, Outcomes, Interventions
- Communicating the Results to Encourage Change

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The Research Role

"… the time and energy and capacity to stop every once in a while to <u>reflect</u> on what we're doing, challenge ourselves, interrogate the <u>evidence</u>, and change?"

De Anza College President Murphy, Educational Master Plan, 2010

☐ Provide objective evidence

☐ Give advice on how to interpret the results

☐ Develop a relationship that encourages questions

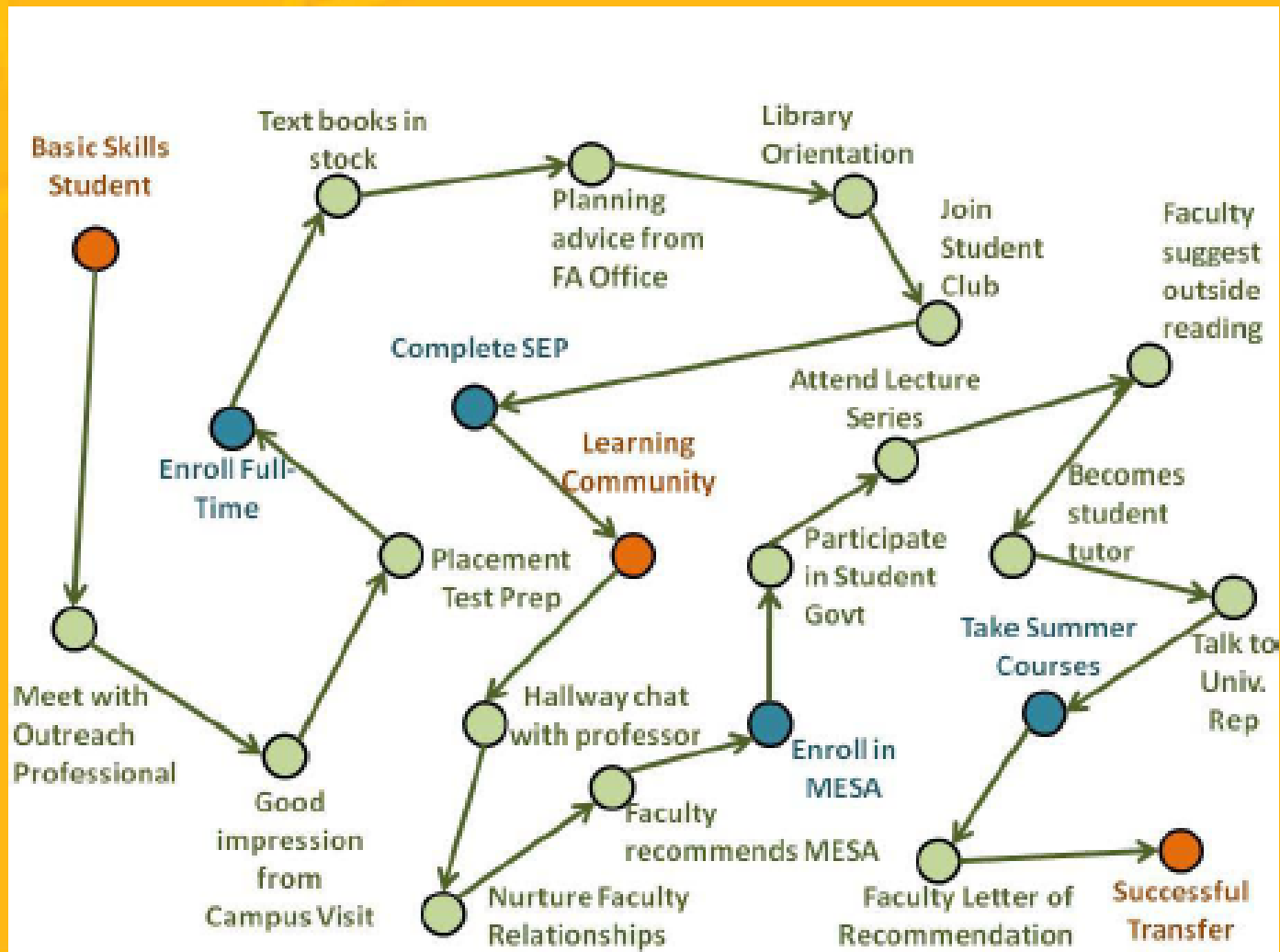Proposed FHDA Research Agenda, Andrew LaManque, Ph.D.

Definition

"Underserved students are defined as students who do not receive <u>equitable</u> resources as other students in the academic pipeline. Typically, these groups of students include low-income, underrepresented racial/ethnic minorities, and first generation students as well as many others."

Source: "Academic Pathways to Access and Student Success" (funded by Lumina Foundation)

http://www.apass.uiuc.edu/APASS/definitions.htm

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Students Progress in a Non-Linear Fashion

Use Past Work as a Foundation

- Basic Skills Initiative Research

- LART (Basic Skills Reading and Writing) Comparative Analysis

- Faculty Mentoring (Advising) Pilot for Underserved Students

- Equity for All Team Report

- Title III and AAPI Intervention Results

- Financial Aid Survey Research

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Develop a Comprehensive Profile of Under-served Students

- Community, family, language
- Academic preparation, study habits
- Financial need, work hours

➢ Use data from the CCCApply Application including new questions on
- Parental education
- Family income

➢ Use CalPass data on high school students

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Track Student Behaviors and Outcomes at FHDA

☐ Math and English Progression: Placement, Course Success, Next Course Completion, Progress to College Level

☐ Degree / Transfer Attainment

☐ Student Learning Outcomes

☐ Special Program Participation

➢ Use Banner Cohort Model to track groups of students over time

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Analysis of Interventions

Compare outcomes for under-served students to similar students not receiving interventions

- Matched samples

- Regression – focus on the intervention by controlling for other factors related to the change in outcome

- Pre and Post intervention comparisons
    - Enable Math with and without Counseling / CSI

- Random assignment?
    - "Evaluating a Non-Randomized Trial," JARCC, Spring 2009

Communicating the Results to Encourage Change

"… every teacher should be a researcher and every researcher, a teacher."

Harriett J. Robles, Ed. D., Keynote Speech, RP Conference, April 22-23, 2010

- Research should be presented to / with key groups and tied to planning and budget processes
  - Program Review / Updates
  - Assessment of Institutional Competencies
  - Institutional Outcomes / Metrics

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References

☐ Fostering a Culture of Evidence and Inquiry, Rob Johnstone and Priyadarshini Chaplot, Presentation at the RP Conference, 2010. http://www.rpgroup.org/documents/FosteringaCultureofEvidenceandInquiry.pdf

☐ Outcomes of High Impact Practices for Underserved Students: A Review of the Literature, Lynn E. Swaner, Ed.D., LMHC, NCC, ACS, Jayne E. Brownell, Ed.D., Prepared for the Association of American Colleges and Universities (AAC&U), Project USA, September 28, 2008

☐ Reconceptualizing Success for Underserved Students in Higher Education Laura I. Rendón, Iowa State University, National Postsecondary Education Cooperative, October 2006

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