

Factors Impacting the Performance of Under-served Students

A Research Agenda for Foothill De Anza CCD

Andrew LaManque, Ph.D.

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Overview

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

Definition

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“Underserved students are defined as students who do not receive equitable 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>

The Research Role

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“... the time and energy and capacity to stop every once in a while to reflect on what we’re doing, challenge ourselves, interrogate the evidence, 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

Use Past Work as a Foundation

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- 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

Develop a Comprehensive Profile of Under-served Students

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- 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

Track Student Behaviors and Outcomes

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- Math and English Progression: Placement, Course Success, Next Course Completion, Progress to College Level
 - Degree / Transfer Attainment
 - Student Learning Outcomes (where available)
 - Special Program Participation
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- Use Banner Cohort Module to track groups of students over time

Analysis of Interventions

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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, LaManque, Spring 2009

Pursue Collaborations with Other Institutions

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- Support Cal-PASS sponsored Professional Learning Councils (high schools and universities)
- Explore possible student needs assessments with NASA – University Associates partners
- Assist with the development of grants to pilot interventions in multiple colleges (STEM, Gates Model)

Communicate the Results to Encourage Change

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- Research should be presented to / with key groups
 - Academic and Classified Senates
 - College Basic Skills Groups

- Timing should be linked to planning and budget processes such as:
 - Program Review / Updates
 - Assessment of Institutional Competencies
 - Institutional Outcomes / Metrics

Act as Educators to Encourage Learning

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“... every teacher should be a researcher and every researcher, a teacher.”

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

References

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<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