

Student Success and Equity Project Evaluation 2017-18



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Student Outreach**

Project Name: Middle School Early Success (MSES) Program

Which Student Equity Indicator(s) is your project expecting to impact?	<input checked="" type="checkbox"/> Access <input type="checkbox"/> ESL and Basic Skills <input type="checkbox"/> Transfer	<input type="checkbox"/> Course Completion <input type="checkbox"/> Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	<input type="checkbox"/> Invited and Welcomed <input type="checkbox"/> Engaged and Empowered <input type="checkbox"/> Guided and Supported <input type="checkbox"/> Succeeding and Completing	

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.

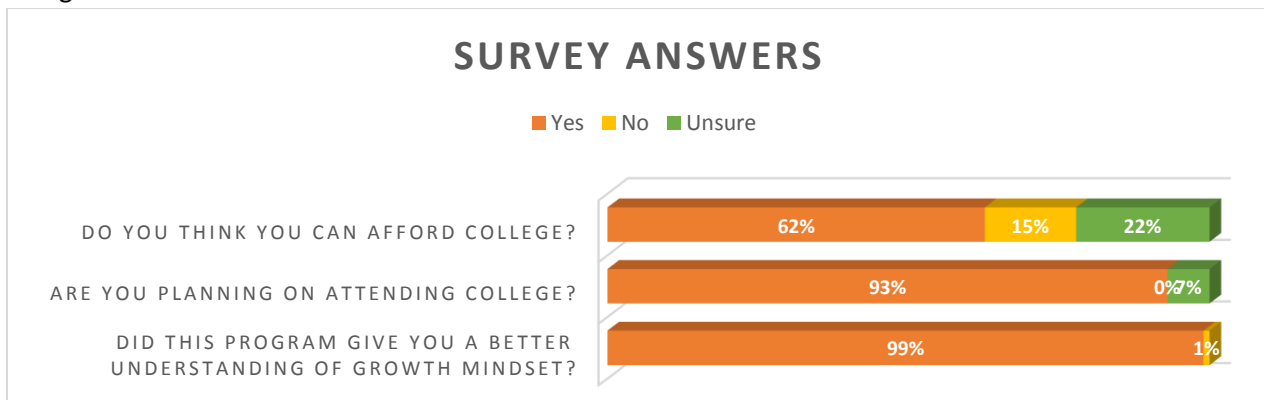
The MSES program is a pre-college outreach program designed to improve access, college enrollment and success rates for underserved 8th grade students who are primarily Latino, low income and first generation students. One of the primary goals is to help middle school students develop a college-bound mindset to improve the likelihood they will prepare for and pursue post-secondary education. Research indicates that "...the college aspirations that students develop as early as in the eighth grade may predict students' likeliness to attend college (Bui, 2005)." The project is creating a pipeline for future SRJC students.

Activities included SRJC student panels, campus tours, college success presentations and growth mindset presentations. Parent presentations were also a part of the middle school program. In order to impact college going rates for these populations, parents must participate and be educated.

Intended Student Learning Outcomes were as follows:

- a. Students will see themselves as college-going individuals.
- b. Students will understand that college is affordable.
- c. Students will develop a growth mindset.

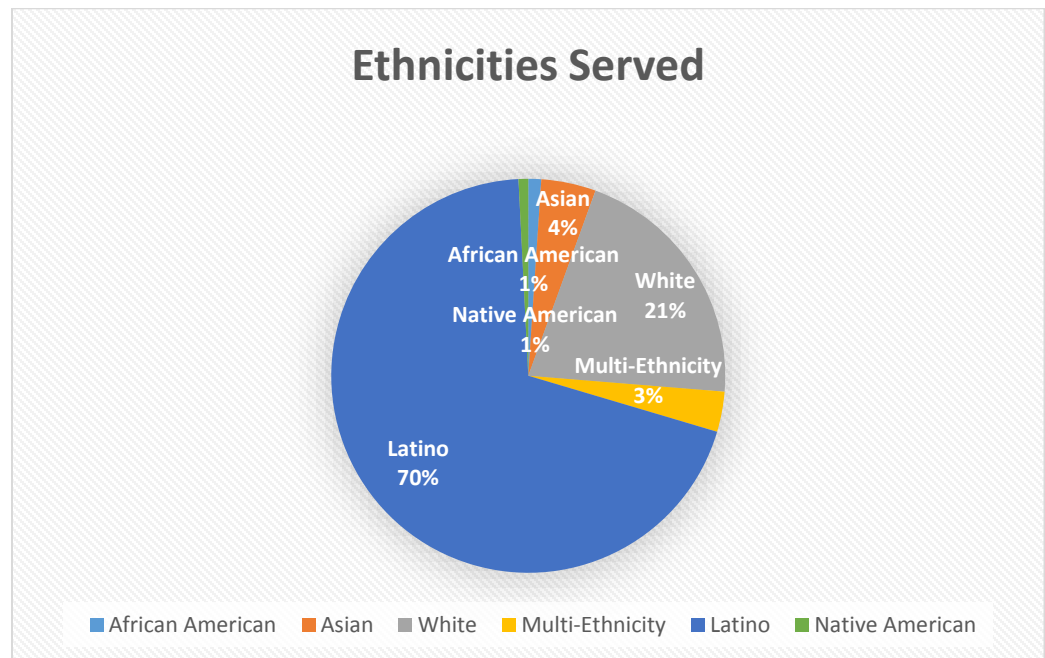
Figure 1



For the 2018-19 academic year, our student learning outcomes have changed to reflect the Integrated Student Success goals of Invited and Welcomed, Engaged and Empowered, and Guided and Supported.

2. Reflect on the data provided by the Office of Institutional Research.
 - a. Based on your project's student population data, what student groups is your project serving? Please provide a brief explanation for these results.

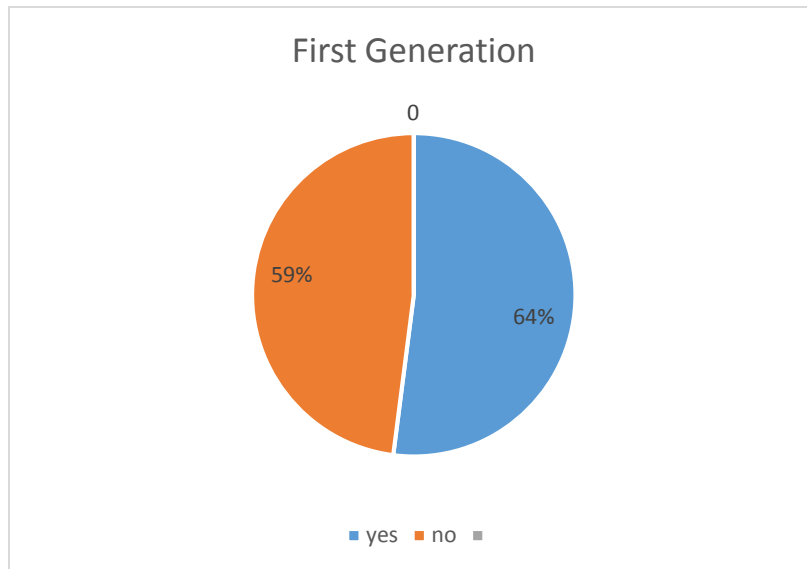
Figure 2



Seventy percent (70%) of participating students are Latino.

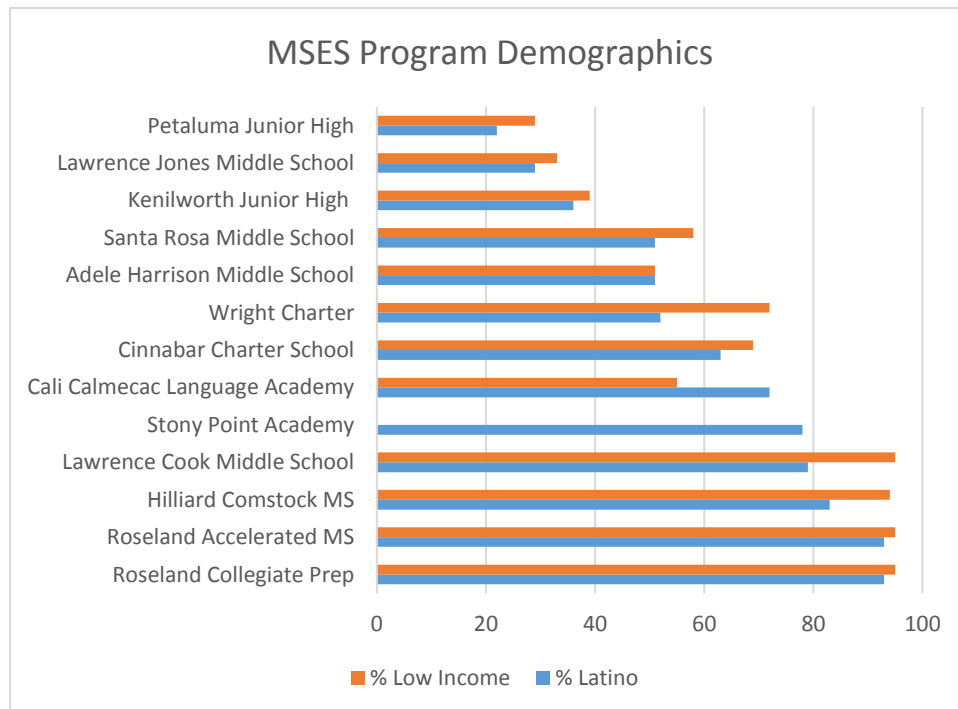
The Middle School Early Success program was designed to include underserved middle school students in schools with high numbers of Latino, low income, and/or first generation students. In some cases, English Language Development classes were invited to participate. In other cases, the entire 8th grade class was invited from schools with high overall numbers of Latinos, low income and/or first generation students.

Figure 3



Sixty-four percent (64%) of participants are first generation students.

Figure 4



During the 2017-18 school year, a total of 862 students were served in thirteen Sonoma County middle schools.

b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

Since project participants are in 8th grade, it is not possible to compare academic outcomes to District averages. However, given the challenges faced by our target population, we are making progress towards creating a pipeline to college for underserved students.

c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?

Although the Student Success goals of Invited and Welcomed were not yet officially a part of the intended outcomes, our primary goal is for students to feel invited and welcomed on our campus. One of our learning outcomes was for students to see themselves as college going individuals. In order to see themselves at this particular campus, our staff must be welcoming, encouraging, fun, and engaging. Post-surveys reflected that students did feel very welcome and excited to be here.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

SRJC is making progress towards achieving equitable outcomes for all student groups. This project aims to help SRJC continue the progress by providing early outreach to low-income, Latino, and/or first generation students in 8th grade. Participating first generation students are primarily underrepresented immigrant students who have not been exposed to college. Although results in equitable outcomes may not be seen for several years, we are creating a pipeline to future access by providing information and knowledge about college before students reach high school. To impact these underserved students early, we are making progress toward closing the equity gap.

Continuing to progress towards more equitable outcomes for our target populations involves increasing student aspirations for postsecondary education. In order to improve access, it is necessary for these young students to begin to see themselves as college students. Our project activities include campus visits as one way of encouraging this college-going identity. The White House has identified college visits as one promising practice to reach more low-income students in order to bridge the income gap in college access. Campus visits, along with other college preparation programs, will help increase the pool of low-income students qualified for college. (Increasing College Opportunity for Low-Income Students, Executive Office of the President, 2014).

Low-income students are less likely to access higher education than their higher income peers. Their parents may be uninformed about financial aid and have fewer resources to pay for college. Traditionally, many first generation students are more likely to work after graduating from high school, often due to family pressure. Low-income students face barriers to college attendance and lack the information necessary to overcome these barriers. Survey results indicate that 62% of participating students think they can afford college as a result of the campus visit associated with this project.

Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.

Feedback from student surveys was used to measure the impact of our program on the participating students. Interviews were conducted with partners at the schools to identify areas for improvement. One suggestion was to make the campus visits more interactive. Participating students said the student panels were most impactful. We have hired more outreach ambassadors to help with that suggestion.

In 2018-19, we are aligning intended outcomes and project activities to match the Integrated Student Success goals, continuing to focus on access for underrepresented middle school students. Additionally, we will work directly with the Office of Student Equity to improve methods of feedback and evaluation.

5. What is your long-term vision for the project?

We will continue to focus on target populations and geographical locations with high numbers of our target populations. We will design our pre- and post-surveys to directly reflect the Integrated Student Success goals. We will maintain partnerships with participating middle schools to maximize progress towards equitable outcomes. The long-term vision is to continue the project, incorporate school site suggestions, improve evaluation methods and align outcomes with the Integrated Student Success Committee outcomes. It is critical that we continue to create a pipeline to college access and success.

6. What can the Integrated Student Success Committee do to support your project?

The Integrated Student Success Committee can support our project by helping us improve our evaluation of early outreach. It is difficult to measure the impact on equity indicators when serving middle school students.

Please submit to gbertone@santarosa.edu by October 5, 2018