Project Contact Name & Department: <u>Hector Delgado, Southwest Center</u>

Project Name: <u>Improve Access to Matriculation Services for Noncredit Students</u>

Project Outcomes

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

The project focuses on providing access to matriculation services to noncredit students at the Southwest Center and off-campus locations. These students often have limited knowledge about SRJC's academic programs and services. The idea that they can simply go to SRJC's website or visit a campus to receive the help they need seems reasonable. Yet they do not come to campus to seek assistance with the same frequency as mainstream students. Therefore, it is important that these services are coordinated to be delivered where classes are taught, held and conducted.

Studies in cross cultural counseling have shown that providing services in communities where minority students reside helps to develop trust. The concept to provide matriculation services at the Southwest Center and in different off-campus locations has created a welcoming and inviting atmosphere. As such, it has allowed equitable access to SRJC noncredit and credit classes.

The following are activities this project has coordinated to provide access at Southwest Center and off-campus sites:

- Increase office and counseling services hours
- Delivery of registration, assessment orientation, and counseling services
- Develop a paper admissions application
- Use registration cards to enroll students

All of these activities have allowed SRJC to focus on the project's integrated goal to welcome and invite students. These processes and procedures have been effective in making it easier for SRJC's noncredit students to enroll in noncredit classes and complete the steps they need to be fully matriculated.

The desirable outcome of this project is to decrease the number of noncredit students who are not (none) or partially matriculated and increase the number of fully matriculated students. The planned activities have enabled these students to complete all the matriculations steps to fulfill this goal. Based on the recent results that have been revealed by SRIC's Office of Institutional Research (OIR), it shows this project has made headway with its objective, and these results will be provided on question number two of this evaluation. This assignment is making a difference in registering, assessing, orienting, and counseling noncredit students. Above all, the college is progressing in educating an educationally disadvantaged student population to become aware of the benefits of education through a warm welcoming and inviting setting.
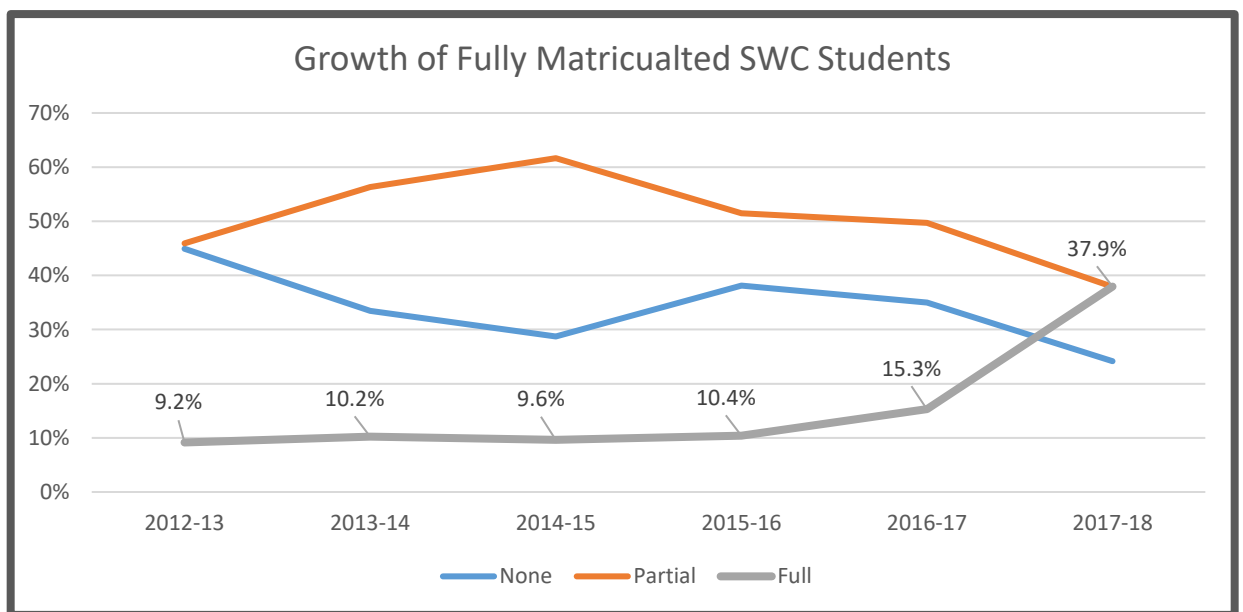
Which Student Equity Indicator(s) is your project expecting to impact?	X Access ○ Course Completion ○ ESL and Basic Skills ○ Degree / Cert Completion ○ Transfer
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	X Invited and Welcomed ○ Engaged and Empowered ○ Guided and Supported ○ Succeeding and Completing

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.

    The student population this project is serving are noncredit students enrolled in noncredit ESL, College Skills (GED prep) and Adult Education classes. The data provided by OIR shows 80.7% of noncredit students are Latino. Moreover, results from a noncredit student survey tabulated and administered in Spring 2013 by OIR, shows this student population is educationally disadvantaged. Based on this survey's results, over 70% of students enrolled at the Southwest Center have less than a 10 grade education and 26% did not complete grammar school. This statistical data can shed light to the challenges SRJC faces with noncredit students not understanding its educational system.

    Despite these challenges, the activities that have been planned to provide access to this student population are working. The implementation of matriculation services at the Southwest Center and off-campus locations had to be done in steps as the District was hiring staff to serve noncredit students. From 2012-13 through 2014-15 registration and assessment services were coordinated to be delivered at the Southwest Center and outlying locations. In 2015-16, orientation was implemented, and counseling services were partially offered. In 2016-17, counseling services were fully carried out.

    From the chart below, we observed the percentage of fully matriculated students from 2012-13 through 2015-16 was flat, or around 10%. During this timeframe, we noticed the percentage of partially matriculated students increased and not (none) matriculated students decreased. With full implementation, fully matriculated noncredit students have increased from 10.4% in 2015-16 to 15.3% in 2016-17, and to 37.9% in 2017-18. It is worth noting the trend of partially matriculated has shifted from increasing to decreasing, thus allowing the percentage of fully matriculated students to increase.
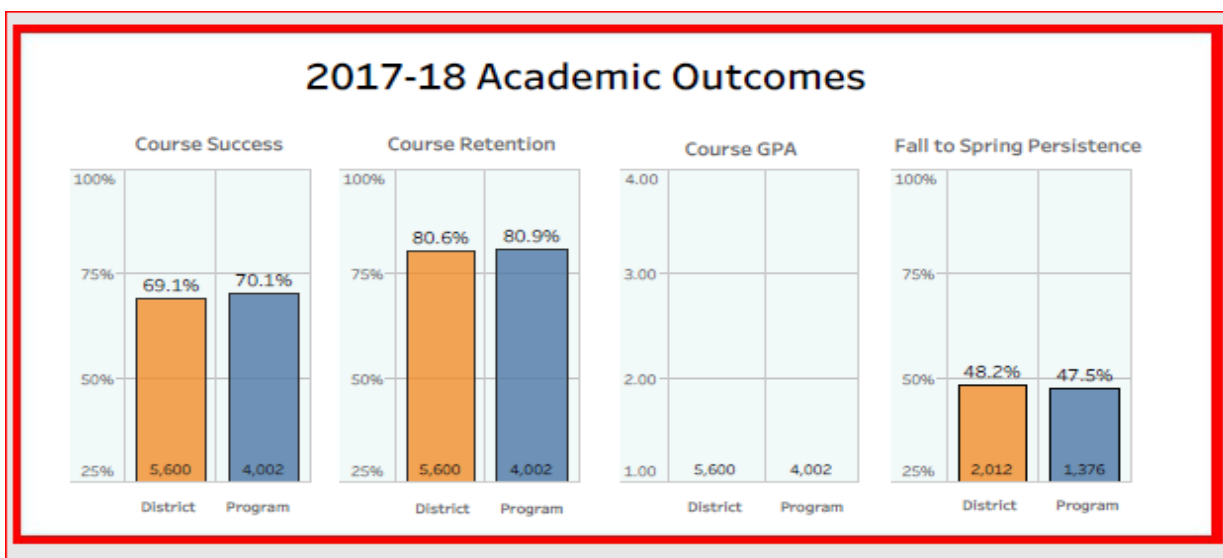

Growth of Fully Matricualted SWC Students

    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?

    Based on the results provided by OIR (see chart below), students participating in this project had better academic outcomes than the District's average in course success and course retention.

The reason why this student population had better success in these two indicators can be pinpointed to two factors. One, shorter, intensive eight week courses have shown to have better results in course success and retention. Two, offering classes where students reside and at times they can attend seems to fit well with this student population. The changes in how curriculum is taught in a shorter period of time and offering it at convenient times appear to contribute to better course success and course completion with noncredit students.

The other academic outcomes for course GPA and fall to spring persistence did not have better academic outcomes than the District's average for this project. Course GPA cannot be measured because the current grading method for noncredit Career Development/College Preparation (CDCP) classes does not yield a numeric grade point average. Therefore, this Student Equity Indicator does not apply to noncredit students or unless another method of evaluation is put in place to measure grades.

With fall to spring persistence, there is less than a 1% difference compared to the District's average. For this reason, this academic outcome cannot be overlooked. It shows this project is performing well, maintaining almost the same level as the District. It is worth looking at a couple of reasons why there might be a slight change. One, during the spring season noncredit students start to work longer days. This change in work schedules prevents students from attending or enrolling in classes. Two, the model that has been implemented by the ESL Department to offer two eight week classes in one semester can contribute to this reason. These short intensive classes permit students to complete their classes in one semester. These two reasons may have an effect in students' commitment, decision and motivation to enroll in two consecutive semesters.
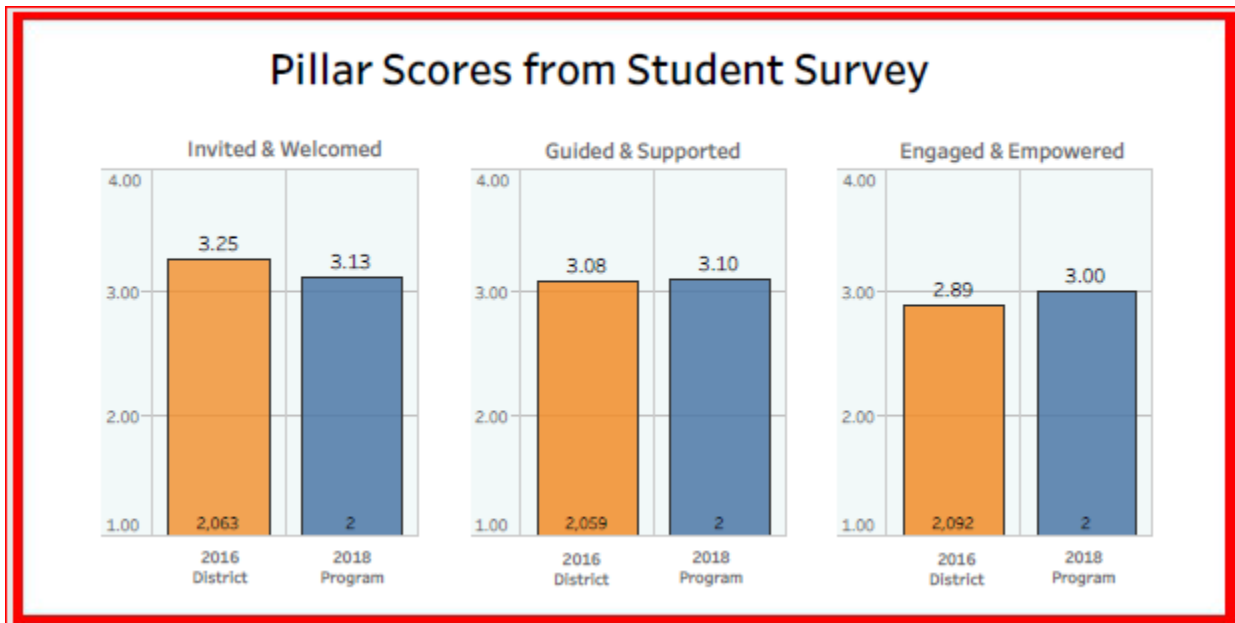

2017-18 Academic Outcomes

	Course Success	Course Retention	Course GPA	Fall to Spring Persistence
District	69.1% (5,600)	80.6% (5,600)	(5,600)	48.2% (2,012)
Program	70.1% (4,002)	80.9% (4,002)	(4,002)	47.5% (1,376)

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

Due to only two noncredit students completing this survey, it has been decided not to compare this project's impact to the District's. For a better understanding on this decision, see chart below.

The question that comes up is, why did noncredit students not participate or complete the survey? There can be a number of reasons. However, one that can address this question is the lack of computer knowledge this student population possesses. Past noncredit student surveys have revealed the limitations noncredit students face when they do not know how to use a computer. The results from these surveys have shown that over 70% of the students who participated do not know or have very limited

knowledge on how to operate a computer. To this end, one suggestion from this project would be to offer this survey with paper copies. This practice will allow this project to measure the impact that it has had with the Integrated Student Success goals.

Pillar Scores from Student Survey

Invited & Welcomed	Guided & Supported	Engaged & Empowered
3.25 (2016 District, 2,063) / 3.13 (2018 Program, 2)	3.08 (2016 District, 2,059) / 3.10 (2018 Program, 2)	2.89 (2016 District, 2,092) / 3.00 (2018 Program, 2)

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

The progress this project has made in having equitable outcomes and achieving its Integrated Student Success goals can be credited to the thoughtful implementation of the aforementioned coordinated activities. It has enabled the District to provide equity in communities where access has been limited in the past, and in obtaining positive results in academic outcomes.

The progress made thus far can be identified by the practices and procedures that were put in place to meet students' educational needs. Having bilingual/bicultural college staff and faculty deliver matriculation services where students reside has had a major impact. Students see the college has made a commitment to serve their educational needs. This assurance has permitted SRJC to be perceived as more reliable among noncredit students.

The level of trust developed by providing access has led to positive relations that impact academic outcomes. It is likely the same will transpire with the student success pillars if noncredit students are exposed to rewarding experiences. The goal is to continue this trend to acquire positive results and find methods to collect the data necessary to demonstrate the impact among noncredit students with the Integrated Student Success goals.

Evaluation and Project Improvement

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

No, we are only utilizing the methods that have been advised by Student Equity and OIR. One method is to use the SIDs of students who have been assessed, oriented and counseled to determine if they are not (none), partially or fully matriculated. The second method used is the Student Equity and Achievement Data that is tabulated by Tableau.

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

The long term vision of this project is to continue increasing the number of fully matriculated students. Achieving this goal, based on current results, as already stated, will permit the District to continue to have a positive impact on academic outcomes and with the Integrated Student Success goals. Yet these outcomes cannot just be viewed solely on SRJC practices, they have to be broadened to state legislation, rules and regulations. The recent change

to the California Nonresident Tuition Exemption, also referred to as AB 540, will facilitate noncredit students the transition from noncredit to credit classes, once they have completed three years of noncredit classes along 420 hours of positive attendance. This modification will contribute to all three pillars of the Integrated Student Success goals. The future of this project looks bright, and it needs to stay on this pathway for noncredit students to continue making progress with their educational goals.

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

One area this project can get support is by receiving funding to coordinate college events or facilitating services that enforce students' well-being while enrolled in SRJC's classes. Noncredit students are marginalized by the location they decide to enroll, and often do not participate in college activities. For instance, the Welcome Day event that has been hosted for the past three years at the Southwest Center is gaining momentum in participation. One major attraction to this event is student photo IDs. If more events and services such as these are offered, students attending classes at the Southwest Center and off-campus locations will be exposed to the college's programs and services. This will further expand students' assurance that the college is here to serve them.

As this project continues to evolve, it would be great to offer more counseling services. From the results, mentioned earlier in this evaluation, we can see the increase of fully matriculated students. However, the number of students enrolled (5,700 or more per academic) in noncredit courses cannot be served by only one full-time counselor. This project could harvest more positive results if counseling services are increased.

It is with this understanding that these two factors – more college events/services and more counseling services – could bolster the goals of this project.

Please submit to gbertone@santarosa.edu by September 17th 2018