Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: Rima Dasgupta (Sociology), Tammy Sakanashi (Food and Nutrition), Jerry Thao (Counseling) and Lauren Servais (English)

Project Name: Asian and Pacific Islander American Student Success (APASS) Learning Community

Project Outcomes

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

The APASS learning community is a three-semester long learning community (fall, spring and fall). In fall 2017, we began our second cohort.

(Additionally, we started an APASS Leadership Program in Spring 2018 to extend our three semesters into a 4th semester for those who applied and were accepted as APASS Leaders; we invited students who successfully completed the APASS Program to join us in mentoring students in the first and second semesters of the program.)

The 17-18 cohort enrolled in English 309 and Counseling 10 in Fall 2017, Food and Nutrition 10 and English 1A in Spring 2018, and English 5 in Fall 2018.

Our major outcome is to increase BSI Completion and Course Completion of Pacific Islander American and Asian American Students. In addition, we seek to increase our students' social and cultural capital and dispel model minority myths that erase the diversity and humanity of this very large community.

Fall 2017 Activities:

Thursday, August 31	SSU Ropes Course
Thursday, September 14	Family Night
Saturday October 28	UC for You Fieldtrip
Thursday December 7	Holiday Potluck
Tuesdays and Thursdays	Study Session

Spring 2018 Activities:

Tuesdays	Study Session
Thursdays	APASS Club Meeting
Saturday, January 20	2018 Listen to the Silence Conference
Thursday, February 1	APASS Welcome Dinner
March 14-16	Southern CA University Tour—SLO, UCSB, SDSU, UCSD
Wednesday, May 2	Zen Buddhism and Mediation
Thursday, Nay 3	Breathin': The Eddie Zheng Story
Thursday, May 10	Spoken Word with Fong Tran

As you can see above, we work to keep our students engaged both on campus and off. Beginning with the SSU Ropes Course, we are actively working to build community. We also begin the semester with a Family Night, where we invite our students' families to learn more about the program and build community. We want families to know that we see them as valuable members of our community and foundational in the success of our students; they are our partners in ensuring that our students are actively engaged and succeeding in their classes. Another major component of our class is regular meetings in their break between APASS courses. We have weekly study sessions on Tuesdays and APASS club meetings on Thursdays. We're also building our students' social capital by taking them to the Listen to the Silence Conference at Stanford University; we were

fortunate to meet students from San Diego State University at this conference, who hosted us when we visited CSU San Diego in March. Each spring, we take our students on a Southern California tour, and in Spring 2018, we visited Cal Poly San Luis Obispo, UC Santa Barbara, San Diego State University, and UC San Diego. We want our students to know that their daily successes (coming to class prepared and actively engaging in class) are preparing them for the future.

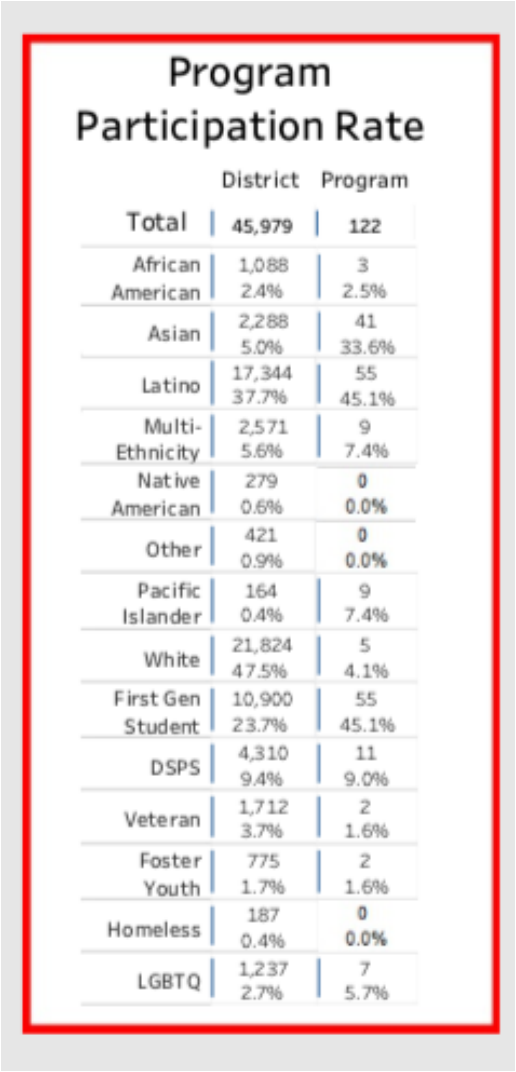
Another major component of APASS is our involvement with the Asian and Pacific Islander Heritage Month. In spring 2018, students read *Other: Pacific Islander Narratives* in English 1A in preparation for *Breathin': The Eddie Zheng Story*. Finally, we ended our year with a closing Ceremony before a Spoken Word event with Fong Tran.

Which Student Equity Indicator(s) is your project expecting to impact?	○ Access X ESL and Basic Skills ○ Transfer	X Course Completion ○ Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	X Invited and Welcomed X Engaged and Empowered X 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.

    While APASS targets first-generation, Asian and Pacific Islander students, we are open to all SRJC students who want to enter into our learning community. In Fall 2017, our English 309 course was 28% Asian, 32% Latino, 20% Multi-ethnic, and 44% first-generation college students. In Spring 2018, our English 1A course was 50% Asian, 33.3% Latino, 8.3% Multi-ethnic, and 45.8% first generation.

    Reviewing our Fall 2017 and Spring 2018 program participation rates, it's clear that we are targeting Asian, Pacific Islander, and First-generation students. In all categories, our program participation rates are higher than that of the District.



Program Participation Rate

	District	Program
Total	45,979	122
African American	1,088 2.4%	3 2.5%
Asian	2,288 5.0%	41 33.6%
Latino	17,344 37.7%	55 45.1%
Multi-Ethnicity	2,571 5.6%	9 7.4%
Native American	279 0.6%	0 0.0%
Other	421 0.9%	0 0.0%
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White	21,824 47.5%	5 4.1%
First Gen Student	10,900 23.7%	55 45.1%
DSPS	4,310 9.4%	11 9.0%
Veteran	1,712 3.7%	2 1.6%
Foster Youth	775 1.7%	2 1.6%
Homeless	187 0.4%	0 0.0%
LGBTQ	1,237 2.7%	7 5.7%

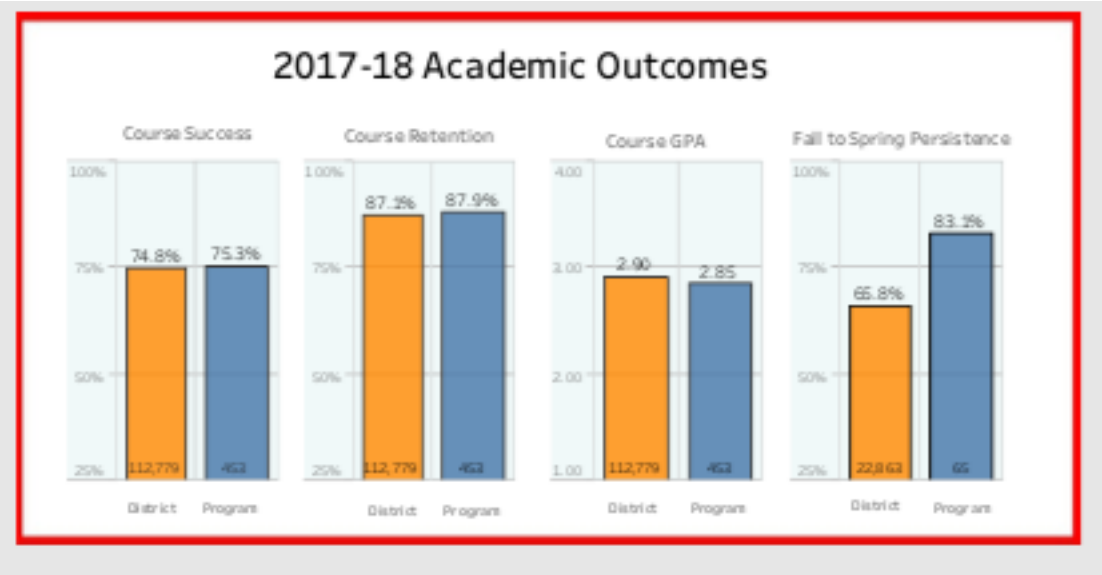
b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

APASS students outperform non-APASS Student in nearly all academic categories. APASS Students greatly outperform the district in Fall to Spring persistence: 83.2% versus the District's 66.8%.

Further, based on our Fall 2017 and Spring 2018 combined data, you'll see that our students slightly outperform the District on Course Success and Course Retention.

APASS Students are slightly underperforming in Course GPA (2.85 versus the district average of 2.9); however, we are providing a highly challenging academic experience for our students, along with high-interest, high-engagement activities, so we expect that our students may have lower GPAs.

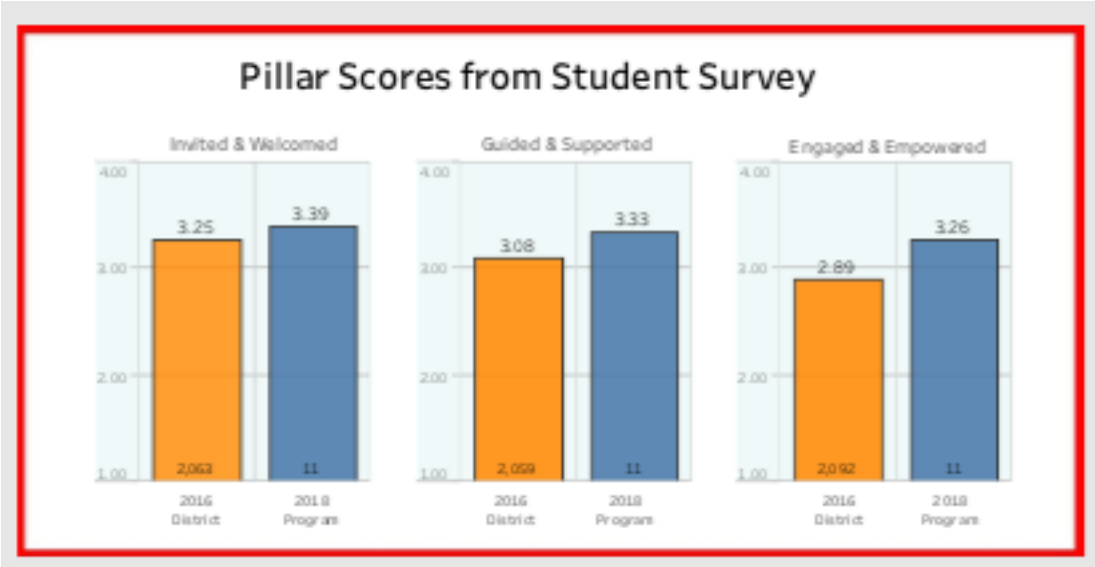
We are also working with a predominately first-generation student population, so we know this first year is one of transitions. What matters more to us is that our students are passing our courses and continuing with their education.



We have attached the Data provided by our Office of Institutional Research, and we believe our success rates are high. In fall 2017, our students had a slightly lower course success rate in English 309. Many factors contributed to this lower success rate, including the aftermath of the fires and a few major student mental health issues that we cannot share.

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

APASS Students are Invited & Welcomed, Guided & Supported, and Engaged & Empowered, as indicated in all 4 tableaus (See attached) and the combined Fall 2017 and Spring 2018 table below:



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

APASS Students are succeeding and persisting at higher rates than the District. In addition, we are achieving the ISS Goals of Invited & Welcomed, Guided & Supported, and Engaged & Empowered. The Asian and Pacific Islander American community is diverse and, as mentioned previously, often victim to model minority stereotypes that erase the real struggle that students within this community face. Groups within the APA umbrella, particularly refugee and pacific islander communities, face unique challenges and structural inequities that are rarely addressed. The APASS learning community creates a highly engaging, highly challenging experience that all of our students—Asian, Pacific Islander, Multi-ethnic, Latino, and first generation—thrive within.

Evaluation and Project Improvement

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

   APASS coordinators engage in ongoing dialogue and assessment of students in the program. We gather informal feedback regularly, share observations of student performance, motivation, and effort, and proactively reach out to students to ensure that they are succeeding. We also have a Peer Assisted Learning Specialist (PALS) in English class who is our partner is assessing the program and student engagement.

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

   A model of success that we've employed is having a broad APASS coordinating group—there are four of us, which helps us collaborate, generate multiple ideas, and share the responsibilities for the program. In addition, we regularly reach out to our APASS advisory committee, comprised of SRJC faculty, staff, and administrators, who attend events and with whom we consult on the program.

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

   We have many students who've completed APASS and other learning community programs. It would be wonderful if we could more intentionally invite these students to serve as mentors and leaders across campus.

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

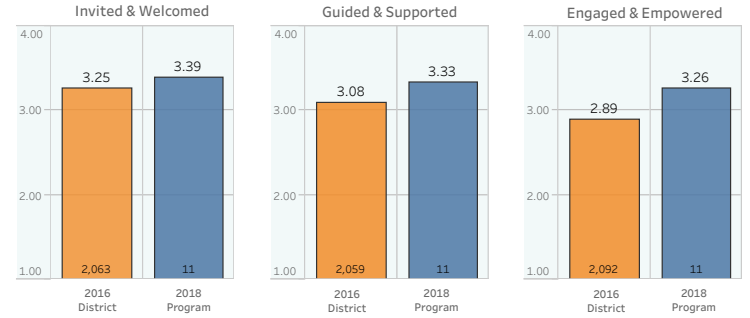
Student Equity & Achievement Data:
APASS: FA17 & SP18

Program	
APASS	
Gender All	Ethnicity All
First Gen All	Financial Need All
DSPS All	Veteran All
Foster Youth All	Homeless All
LGBTQ All	FT/PT Status All
Term FA17 & SP18	Matric Status All
Course all courses	

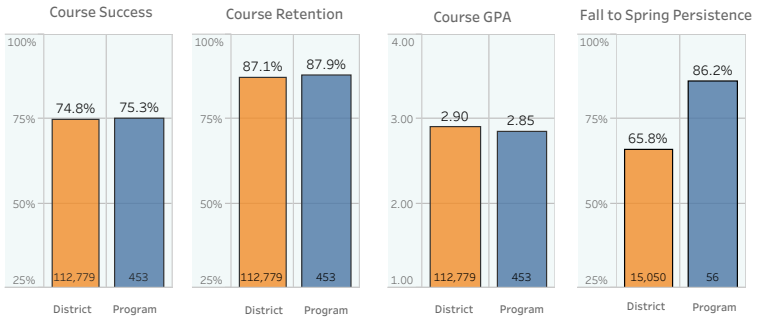
Program Participation Rate

	District	Program
African American	135 2.8%	2 2.4%
Asian	247 5.1%	29 34.1%
Latino	2,030 42.0%	37 43.5%
Multi-Ethnicity	331 6.8%	8 9.4%
Native American	30 0.6%	0 0.0%
Other	25 0.5%	0 0.0%
Pacific Islander	22 0.5%	4 4.7%
White	2,019 41.7%	5 5.9%
First Gen Student	1,312 27.1%	37 43.5%
DSPS	512 10.6%	7 8.2%
Veteran	173 3.6%	1 1.2%
Foster Youth	89 1.8%	1 1.2%
Homeless	23 0.5%	0 0.0%
LGBTQ	181 3.7%	4 4.7%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



Notes:

Selectable Filters (upper left):
Specify the groups to compare on the **Program Particaption Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.
Program Particiaption Rate:
Compares individual headcount and proportion (%) of district population with the selected program of intetrest (unduplicated by term).
Pillar Scores from Survey:
Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.
A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.
2017-18 Acedamic Outcomes:
Success, Retention, and GPA comparisons between district average and program of intetrest - individual students are duplicated by enrollments.
Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the acedemic year if enrolled in both terms (select Term filter to dissagregate further).
Course Success: Passing grade of "C" or better.
Course Retention: Any non "W" grade.
Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

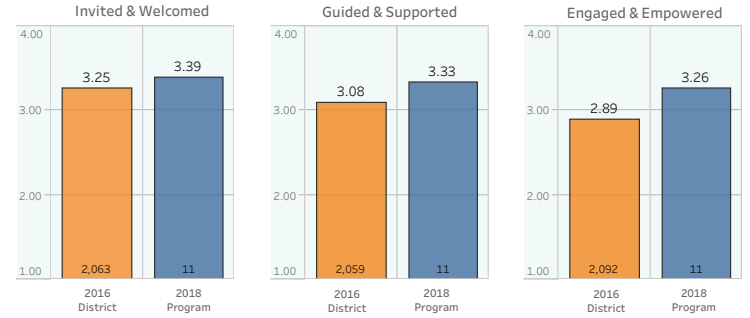
Student Equity & Achievement Data:
APASS: FALL 2017

Program	
APASS	
Gender: All	Ethnicity: All
First Gen: All	Financial Need: All
DSPS: All	Veteran: All
Foster Youth: All	Homeless: All
LGBTQ: All	FT/PT Status: All
Term: FALL 2017	Matric Status: All
Course: ENGL309	

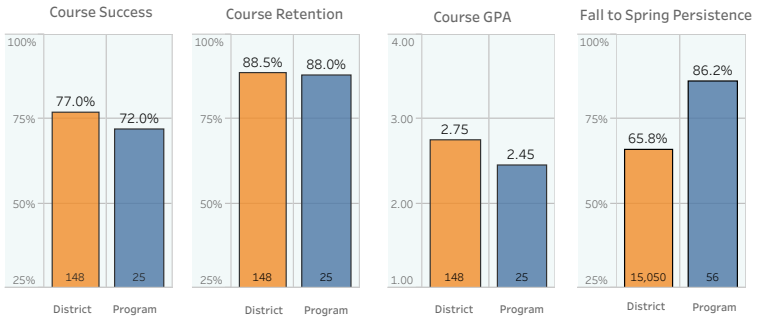
Program Participation Rate

	District	Program
African American	2 8.3%	2 8.3%
Asian	6 25.0%	6 25.0%
Latino	8 33.3%	8 33.3%
Multi-Ethnicity	5 20.8%	5 20.8%
Native American	0 0.0%	0 0.0%
Other	0 0.0%	0 0.0%
Pacific Islander	0 0.0%	0 0.0%
White	3 12.5%	3 12.5%
First Gen Student	10 41.7%	10 41.7%
DSPS	2 8.3%	2 8.3%
Veteran	0 0.0%	0 0.0%
Foster Youth	0 0.0%	0 0.0%
Homeless	0 0.0%	0 0.0%
LGBTQ	2 8.3%	2 8.3%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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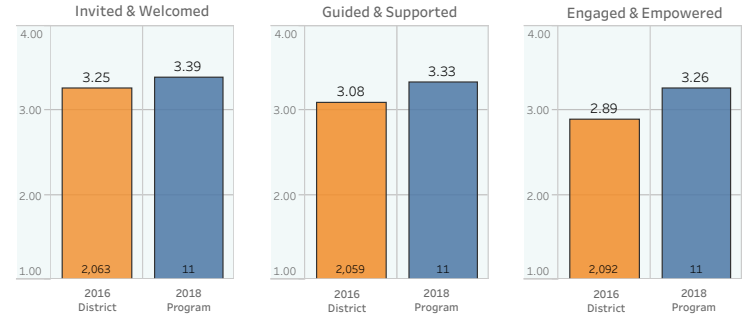
Student Equity & Achievement Data:
APASS: FALL 2017

Program	
APASS	
Gender All	**Ethnicity** All
First Gen All	**Financial Need** All
DSPS All	**Veteran** All
Foster Youth All	**Homeless** All
LGBTQ All	**FT/PT Status** All
Term FALL 2017	**Matric Status** All
Course ENGL5	

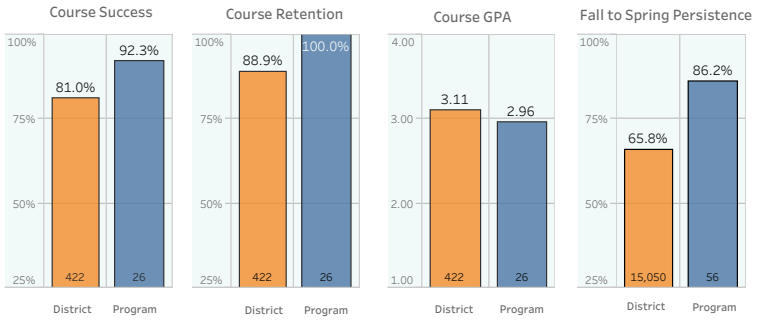
Program Participation Rate

	District	Program
African American	0 0.0%	0 0.0%
Asian	8 29.6%	8 29.6%
Latino	16 59.3%	16 59.3%
Multi-Ethnicity	0 0.0%	0 0.0%
Native American	0 0.0%	0 0.0%
Other	0 0.0%	0 0.0%
Pacific Islander	3 11.1%	3 11.1%
White	0 0.0%	0 0.0%
First Gen Student	12 44.4%	12 44.4%
DSPS	1 3.7%	1 3.7%
Veteran	1 3.7%	1 3.7%
Foster Youth	1 3.7%	1 3.7%
Homeless	0 0.0%	0 0.0%
LGBTQ	0 0.0%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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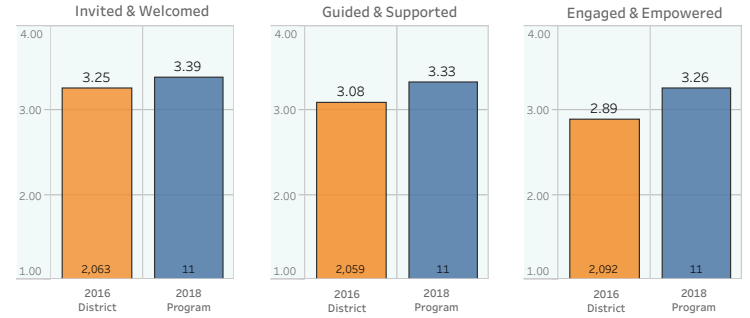
Student Equity & Achievement Data:
APASS: SPRING 2018

Program	
APASS	
Gender: All	Ethnicity: All
First Gen: All	Financial Need: All
DSPS: All	Veteran: All
Foster Youth: All	Homeless: All
LGBTQ: All	FT/PT Status: All
Term: SPRING 2018	Matric Status: All
Course: ENGL1A	

Program Participation Rate

	District	Program
African American	48 3.1%	0 0.0%
Asian	84 5.3%	12 46.2%
Latino	672 42.7%	9 34.6%
Multi-Ethnicity	113 7.2%	3 11.5%
Native American	9 0.6%	0 0.0%
Other	7 0.4%	0 0.0%
Pacific Islander	7 0.4%	1 3.8%
White	633 40.2%	1 3.8%
First Gen Student	438 27.8%	11 42.3%
DSPS	179 11.4%	4 15.4%
Veteran	61 3.9%	0 0.0%
Foster Youth	33 2.1%	0 0.0%
Homeless	8 0.5%	0 0.0%
LGBTQ	59 3.8%	2 7.7%

Pillar Scores from Student Survey



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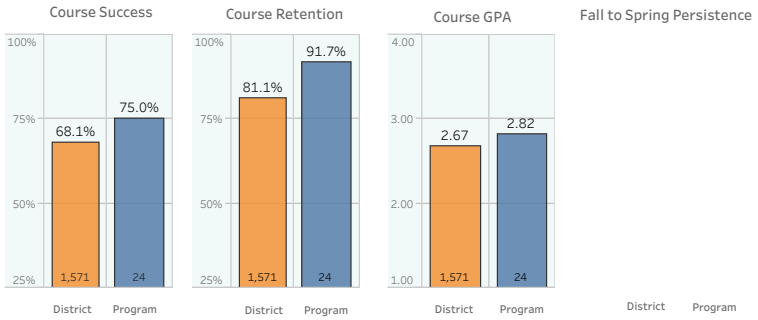

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Student Equity & Achievement Data:

APASS: FA17 & SP18 all courses

Program	
APASS	
Gender: All	Ethnicity: All
First Gen: All	Financial Need: All
DSPS: All	Veteran: All
Foster Youth: All	Homeless: All
LGBTQ: All	FT/PT Status: All
Term: FA17 & SP18	Matric Status: All
Course: all courses	Credit Status: All

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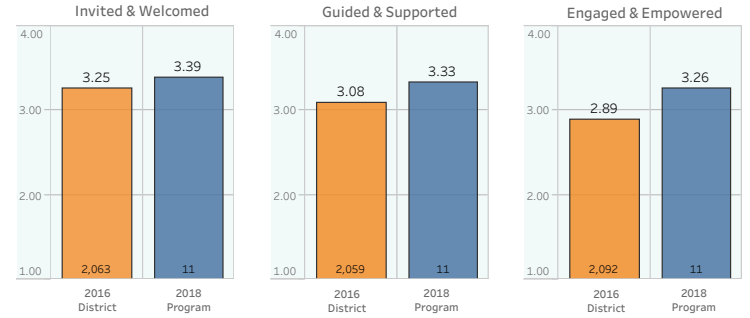

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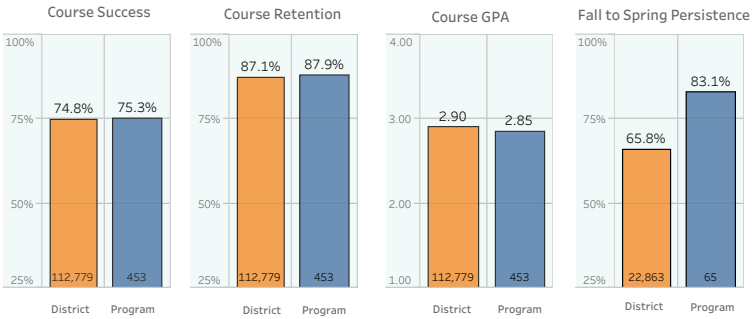

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