Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: <u>Kim Starke and Lindsay Lerro; Disability Resource Department</u>

Project Name: <u>College to Career Program Success Coaching</u>

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.
   The success coaching project is designed to help support the executive functioning skills of students in the College to Career (C2C) program. A majority of the students in the C2C program struggle with the organizational needs that are required to be successful students. As a result student success coaches were available for all students to meet with on a regular basis. No appointments were necessary to meet with a success coach but students were able to schedule regular weekly appointments if necessary. The goal of the project was for C2C students to be more successful in their coursework and completion of courses. Additionally, we wanted the students to learn new ways to manage their work load and develop new executive functioning skills which could transfer to success in the classroom and at work.

Which Student Equity Indicator(s) is your project expecting to impact?	○ 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?	○ 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.
   Our program is serving the intended target of the DSPS population at the Santa Rosa Junior College. While effectively serving the DSPS population we are not supporting as many Latino and first generation students as the district demographic represents and we are serving a larger percentage of white and foster youth than the district demographic represents.

   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?
   Students who participated in our program had better academic outcomes in all areas. These results support the fact that students with special needs require consistent and repetitive support. By offering our success coaching in a flexible and non-invasive manner we are able to reach more students on a regular basis. This in turn allows for them to feel supported and see their successes in the classroom and course completion.

   c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why? **The data indicate that our students indicated that they felt Invited & Welcomed, Guided & Supported, and Engaged and Empowered at a higher rate than the district in 2016. We**

believe that this is because all of these areas are key to success for all students in the populations we serve. However, it is important to keep in mind that the response rate from the students who participated in this project was much lower than the number that actually participated in the project.

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

    Recent annual reports from the Department of Rehabilitation from the State of California indicate that the C2C program at the SRJC is the most successful in the state. This is success is measured by successful closures which is recorded as 3 months of being successfully placed in competitive employment. There is no doubt that the Success Coaching project has be instrumental in providing students with the support they need to be successful in the classroom and the work place.
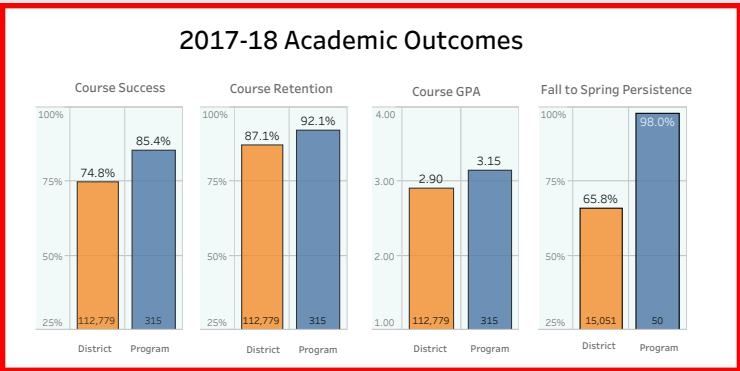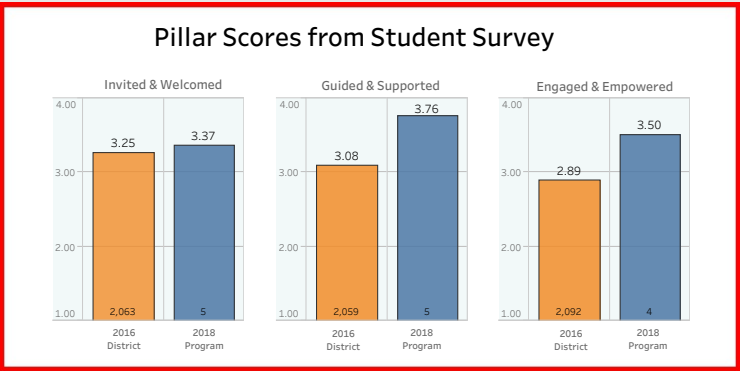
Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.
    Currently, we are not using other methods to receive feedback or evaluate the project. However, given that the population we serve has limitations with responding to email or participating in follow up surveys, it would be in our best interested to develop a way to get immediate feedback from the student after they have met with a Success Coach.

5. What is your long term vision for the project?
    The long term vision of this project to provide students with enough support that they develop the skills to be more independent yet successful. Additionally, we would like to encourage more students to obtain CTE certificates and this would only be possible with ongoing supports like success coaching.

6. What can the Integrated Student Success Committee do to support your project?
    Continuing to allow funding and collecting outcome data for our project is key to the future of this program. We are so grateful for allowing us to provide this to our students.

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

Student Equity & Achievement Data:
C2C: FA17 & SP18

Program

C2C

Gender	Ethnicity
All	All

First Gen	Financial Need
All	All

DSPS	Veteran
All	All

Foster Youth	Homeless
All	All

LGBTQ	FT/PT Status
All	All

Term	Matric Status
FA17 & SP18	All

Program Participation Rate

	District	Program
African American	1,088 / 2.4%	4 / 4.0%
Asian	2,289 / 5.0%	2 / 2.0%
Latino	17,346 / 37.7%	20 / 19.8%
Multi-Ethnicity	2,571 / 5.6%	8 / 7.9%
Native American	279 / 0.6%	0 / 0.0%
Other	421 / 0.9%	0 / 0.0%
Pacific Islander	164 / 0.4%	0 / 0.0%
White	21,824 / 47.5%	67 / 66.3%
First Gen Student	10,900 / 23.7%	4 / 4.0%
DSPS	4,311 / 9.4%	101 / 100.0%
Veteran	1,712 / 3.7%	0 / 0.0%
Foster Youth	775 / 1.7%	14 / 13.9%
Homeless	187 / 0.4%	0 / 0.0%
LGBTQ	1,237 / 2.7%	2 / 2.0%

Pillar Scores from Student Survey

Invited & Welcomed
- 2016 District: 3.25 (2,063)
- 2018 Program: 3.37 (5)

Guided & Supported
- 2016 District: 3.08 (2,059)
- 2018 Program: 3.76 (5)

Engaged & Empowered
- 2016 District: 2.89 (2,092)
- 2018 Program: 3.50 (4)

2017-18 Academic Outcomes

Course Success
- District: 74.8% (112,779)
- Program: 85.4% (315)

Course Retention
- District: 87.1% (112,779)
- Program: 92.1% (315)

Course GPA
- District: 2.90 (112,779)
- Program: 3.15 (315)

Fall to Spring Persistence
- District: 65.8% (15,051)
- Program: 98.0% (50)

Notes:

Selectable Filters (upper left):
Specify the groups to compare on the **Program Participation 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.