Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: __Smita Avasthi, Library and Information Resoruces

Department

Project Name: __Textbooks on reserve

Project Outcomes

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

   This project entailed using Student Equity funds to purchase copies of textbooks; these textbooks were then placed on course reserves so students who could not afford textbooks would have access to the required course material. Our target population is students from underrepresented groups, including those who have financial need or are from marginalized backgrounds. Our intended outcomes were that students would improve their academic performance.

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

OIR data show our course reserves program serves a greater percentage of students from underrepresented groups when compared to the District's student population. For example, 42.8% of students using the program are Latino while 37.7% of the District's students are Latino. Other groups who use the program in greater proportion are African American, Asian, Latino, Multi-ethnic, and Pacific Islander students. In terms of background and experience, the textbook program serves a greater proportion of the District's first generation, disabled, homeless, and LGBTQ students as well as foster youth and those students who have financial need. Thus, it serves 11 types of students who are vulnerable to an equity gap.

   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?

Student equity data show students who use the program have better academic outcomes in all four areas: Course Success, Course GPA, Course Retention, and Persistence. Most of these improvements were small, with the exception of persistence. For example, the course success rate increased by 3.07% and course retention increased by 1.95%. Students' GPA increased by .69%. These increases, while small, still represent gains in student success. In terms of

persistence, the gains are more dramatic: There was an impressive 32.5% gain in persistence when students had ready access to textbooks.

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

Based upon Student Survey data, the program positively affected all of the pillars defined by the Integrated Student Success Committee. The smallest gain was an increase of 1.6% in the "Invited & Welcomed" category. In the "Guided and Supported" area, the increase was more pronounced at 6.2%. The biggest gain was in the "Engaged and Empowered" program with a 9% increase. These findings may illustrate that students who have ready access to textbooks have the freedom to devote their energies to their personal involvement with the ideas and culture of SRJC, as they are not weighted by the financial pressures of buying costly textbooks.
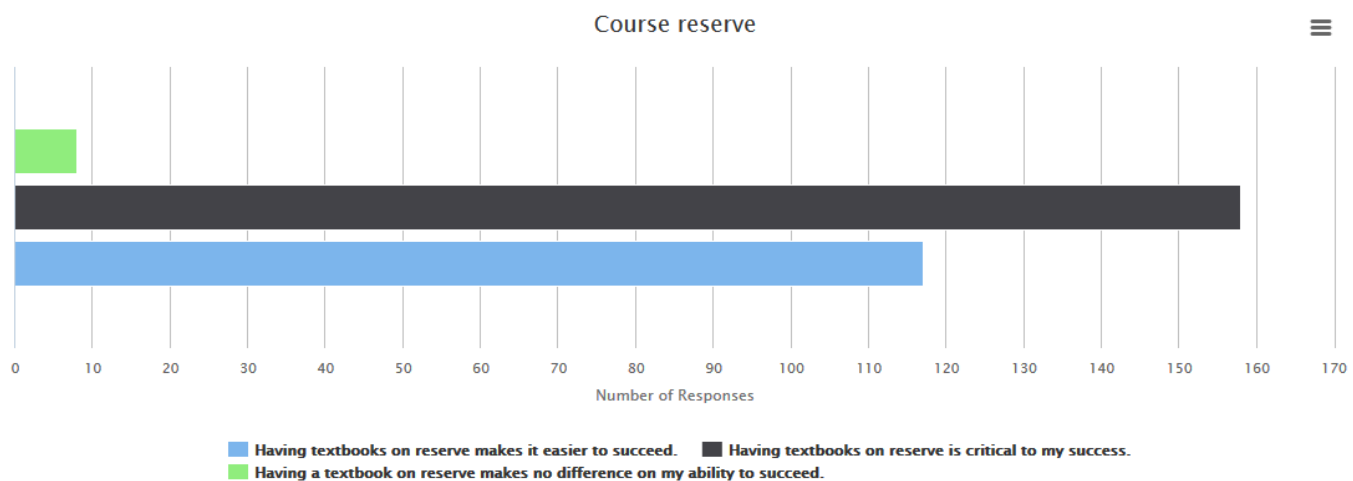
3.   Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

The textbook program has helped SRJC become a more equitable institution for 11 underrepresented groups, both in terms of achieving academic outcomes and ISSC's goals. Students who are traditionally disenfranchised use the program in greater proportion, have higher rates of academic success, and have a more positive student experience. While individual numbers fluctuate, the trend towards improvement in academic outcomes and student success indicators remains steady, even when we disaggregate data by ethnicity or gender. Our course reserves program helps to close the equity gap because it not only reaches underrepresented students but also improves all of their academic outcomes (particularly persistence) and all three pillars of student success.

Evaluation and Project Improvement

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

In addition to data from OIR, we conducted a survey of students who had checked out textbooks on reserve to measure the importance of this service on student success. Our survey showed students find this service either facilitates (41%) or is crucial to (56%) their success. The graph below illustrates how much students value this program:

Course reserve

Number of Responses

■ Having textbooks on reserve makes it easier to succeed.   ■ Having textbooks on reserve is critical to my success.
■ Having a textbook on reserve makes no difference on my ability to succeed.

The value of the program was reiterated in student comments. Here is an unedited sampling of the comments:

- "It gave me security to not have to worry about getting the book anywhere else."
- "I couldn't afford books and was able to do all my studying in the library"
- "Being able to read my textbooks at the library is crucial. I cannot afford textbooks otherwise."

- "I can not afford to buy all the books, so being able to use them in the library has helped me pass my classes."

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

As we have demonstrated, having textbooks on reserve is vital for student success, so our long-term vision includes maintaining or expanding the program as much as we can. While we have applied for grants to finance the project, it would be ideal to have dedicated funds that support the reserve program.

Until that happy day, however, one of our librarians is serving on the textbook committee to promote Open Education Resources (OER) for students to adopt. Additionally, we will continue to encourage faculty to use library resources in lieu of textbooks by using tools like curriculum builder. We will also encourage faculty to place copies of their textbooks or Xeroxed chapters on reserve.

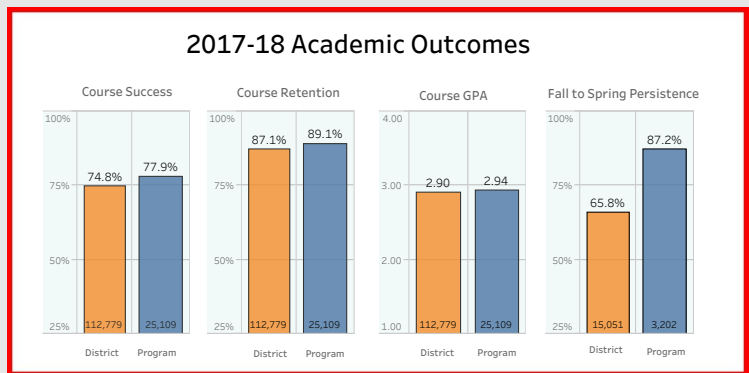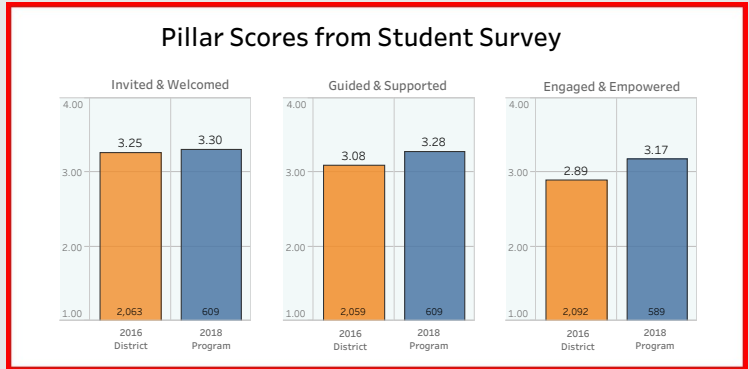6. What can the Integrated Student Success Committee do to support your project?

The Student Success Committee can support this program by helping us establish a stable funding source to maintain this program. Because textbooks fall out of date, we need to buy new books continuously, so dedicated funds to support course reserves would be most beneficial. It can also help is to communicate the effect of prohibitive costs of textbooks on students. We hope that faculty will place textbooks, copy sections to place on reserve, and/or use OER or library sources as textbooks, so we would appreciate anything that the Student Success Committee could do to promote this these practices.

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

Student Equity & Achievement Data:
Library: TextBook: FA17 & SP18

Program
Library: TextBook

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%	295 / 4.0%
Asian	2,289 / 5.0%	494 / 6.8%
Latino	17,346 / 37.7%	3,124 / 42.8%
Multi-Ethnicity	2,571 / 5.6%	451 / 6.2%
Native American	279 / 0.6%	31 / 0.4%
Other	421 / 0.9%	36 / 0.5%
Pacific Islander	164 / 0.4%	35 / 0.5%
White	21,824 / 47.5%	2,825 / 38.7%
First Gen Student	10,900 / 23.7%	2,015 / 27.6%
DSPS	4,311 / 9.4%	926 / 12.7%
Veteran	1,712 / 3.7%	195 / 2.7%
Foster Youth	775 / 1.7%	135 / 1.9%
Homeless	187 / 0.4%	44 / 0.6%
LGBTQ	1,237 / 2.7%	231 / 3.2%

Pillar Scores from Student Survey

Invited & Welcomed
- 3.25 — 2,063 — 2016 District
- 3.30 — 609 — 2018 Program

Guided & Supported
- 3.08 — 2,059 — 2016 District
- 3.28 — 609 — 2018 Program

Engaged & Empowered
- 2.89 — 2,092 — 2016 District
- 3.17 — 589 — 2018 Program

2017-18 Academic Outcomes

Course Success
- 74.8% — 112,779 — District
- 77.9% — 25,109 — Program

Course Retention
- 87.1% — 112,779 — District
- 89.1% — 25,109 — Program

Course GPA
- 2.90 — 112,779 — District
- 2.94 — 25,109 — Program

Fall to Spring Persistence
- 65.8% — 15,051 — District
- 87.2% — 3,202 — Program

Notes:

<u>Selectable Filters</u> (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.
<u>Program Participation Rate</u>:
Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).
<u>Pillar Scores from Survey</u>:
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.
<u>2017-18 Academic Outcomes</u>:
Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.
Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

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