

Student Success and Equity Project Evaluation 2017-18



Project Contact Name & Department: Smita Avasthi, Library and Information Resources

Department _____

Project Name: Extended hours

Project Outcomes

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

This project entailed using Student Equity funds to extend the library’s open hours on Saturdays, during Spring Break, and during finals week. Previously, the library was open for 4 hours on Saturdays and was closed during holidays, and we used the funds to stay open for 5 hours on Saturdays and to remain open during Spring Break. We also extended our hours during finals week. Saturdays represent the only time some students are free to work in the library. The intended outcome was to extend access to the full range of library services for students, particularly those students who work throughout the week and have complex schedules because of other commitments.

Which Student Equity Indicator(s) is your project expecting to impact?	<input checked="" type="radio"/> Access <input type="radio"/> ESL and Basic Skills <input type="radio"/> Transfer	<input type="radio"/> Course Completion <input type="radio"/> Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	<input type="radio"/> Invited and Welcomed <input type="radio"/> Engaged and Empowered <input checked="" type="radio"/> Guided and Supported <input type="radio"/> 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 Friday hours serves a greater percentage of students from 8 underrepresented groups when compared to the District’s student population. For example, 5.7% of students using the program are African American while the District’s population of African American students is 2.4%. Other groups who use the program in greater proportion are Asian and Latino students. In terms of background and experience, the program serves a greater proportion of the District’s disabled, veterans, and homeless students as well as foster youth. Thus, it serves 9 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. The course success rate increased by 8.16% and course retention increased by 2.07%. Students’ GPA increased by 9.66%. In terms of persistence, the gains are even more

dramatic: There was an impressive 51.98% gain in persistence when students had access to library services during extended hours.

- 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 6.77% in the “Invited & Welcomed” category. In the “Guided and Supported” area, the increase was more pronounced at 7.79%. The biggest gain was in the “Engaged and Empowered” program with a 9.34% increase. These findings may illustrate that students who come to campus on weekends have a greater commitment to engaging with activities and ideas at SRJC.

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

Extended library hours helped SRJC become a more equitable institution for 9 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 extended hours 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, and we included an open-ended question for comments on any topic. Approximately, 100 students wrote comments, and 19% of those comments referred to our hours. An analysis of the comments shows that 63.16% of students who left comments wanted us to increase our hours even more; the remaining 36.84% of comments expressed appreciation for our longer hours.

The value of having more open hours at the library was reiterated in student comments. Here is an unedited sampling of the comments:

- “Please extend the hours to be on par with other colleges. Including being open on Sundays, especially during exams.”
- “One thought element to the library are the open hours. There were many times when I needed the library to remain open longer (at night) or wish it was open (one weekends). When students and staff has diverse daily lives, it would help to keep the library open more to help students that do not have good places to get school work done.”
- “I got kicked out a lot because your hours are very short. If you stayed open longer, my grades might increase.”
- “Extending summer time hours.”

We also analyzed library usage via gate count and student interactions with librarians and library staff. While we found that far fewer students used the library on Saturdays than on other days, students continue to ask for longer hours. This suggests that students would like the library to be available whenever they need it and are discombobulated when they realize their favorite study space and help from service desks is unavailable.

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

Our long term vision is to satisfy student requests for longer hours, and we are actively pursuing ways to fund extending our hours. Because this request has been made repeatedly, we believe a long term solution would be ideal. Because grants offer short-term solutions, we will ask the college to provide the budget we need to increase access for students who have commitments that prevent them from using library services—which we have demonstrated increases success—during weekends. Until then, we will continue to seek non-profit partners or other means of providing access to library services to our entire student body.

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

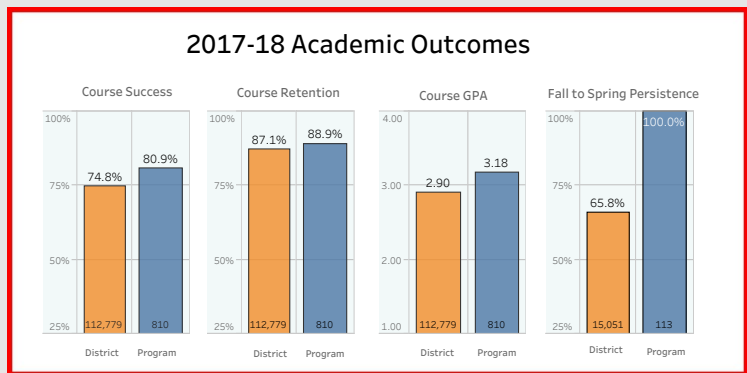
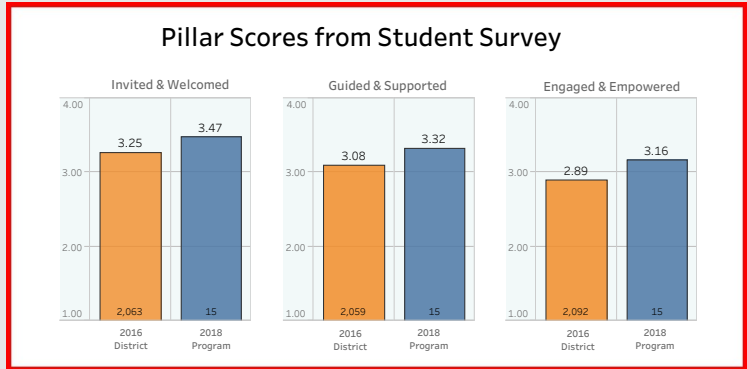
The Student Success Committee can support this program by helping us establish a stable funding source to maintain this program. It can also assist us in communicating the value of open hours to the budget committee and administrative deans.

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

Student Equity & Achievement Data: Library: Extended Hours: FA17 & SP18

Program	
Library: Extended Hours	
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%	14 5.7%
Asian	2,289 5.0%	21 8.5%
Latino	17,346 37.7%	102 41.3%
Multi-Ethnicity	2,571 5.6%	9 3.6%
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%	101 40.9%
First Gen Student	10,900 23.7%	57 23.1%
DSPS	4,311 9.4%	33 13.4%
Veteran	1,712 3.7%	18 7.3%
Foster Youth	775 1.7%	12 4.9%
Homeless	187 0.4%	2 0.8%
LGBTQ	1,237 2.7%	5 2.0%



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 Participation Rate:

Compares individual headcount and proportion (%) of district population with the selected program of interest (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 Academic Outcomes:

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:

Unduplicated by term: 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).

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.