

Student Success and Equity Project Evaluation 2017-18



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

Department _____

Project Name: __Learning communities

Project Outcomes

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

This project entailed using Student Equity funds to let students in Learning Communities check out required books for the full semester. The Learning Communities we worked with included students from various programs in place to assist students who are underrepresented, such APASS, Puente, Connections, and Umoja. Our intended outcomes was to support students in these communities by offering unrestricted loans of books that would normally be subject to a 2 hour loan period. This program allowed students to take these books home so they would be readily available whenever they needed them.

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 Learning Communities program serves a greater percentage of students from 10 underrepresented groups when compared to the District’s student population. For example, 40.0% of students using the program are First Generation while the District’s population of First Generation students is 23.7%. Other groups who use the program in greater proportion are African American, Asian, Multi-ethnic, Pacific Islander, and Native American students. In terms of background and experience, the program serves a greater proportion of the District’s disabled, veterans, and LGBTQ students as well as foster youth. Thus, it serves 10 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 two out of the four areas: Course Retention and Persistence. The course retention rate increased by 1.03%. In terms of persistence, the gain is more dramatic: There was an impressive 50.30% gain in persistence when students could check out their textbooks for the entire semester. The decrease in course success (-5.21%) and in GPA (-7.93) mimics the decline in two of the four

Learning Communities for these two outcomes, although specific numbers change. It is hard, then, to pinpoint how much of role the long-term loan program had on students in Learning Communities.

- 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 in the “Guided and Supported” area with an increase of 13.31%. The increase was more pronounced in the “Invited and Welcomed” category with an increase of 15.82%. The biggest gain was in the “Engaged and Empowered” program with a dramatic 21.45% increase.

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

The library’s involvement with Learning Communities helped SRJC become a more equitable institution for 10 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 persistence and retention, 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. The Learning Communities textbook program helps to close the equity gap because it not only reaches underrepresented students but also improves two of their academic outcomes 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.

We did not use other methods to assess the success of this program.

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

Our long term vision is to work with Learning Communities faculty to pinpoint how the library can support their goals, particularly when it comes to course success and GPA. As the program fell short in this areas, we would to collaborate with faculty on how to provide more than textbooks to improve student success.

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

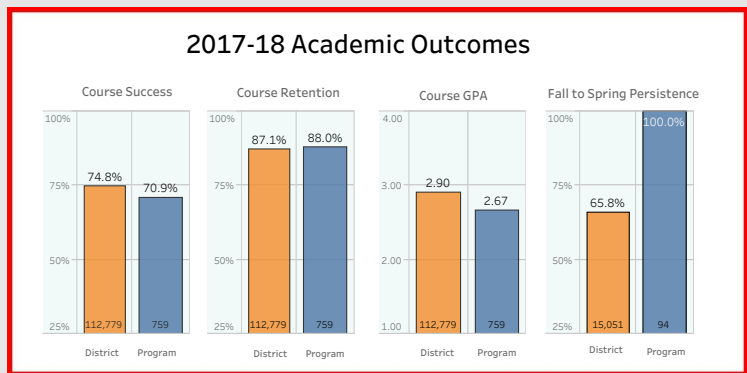
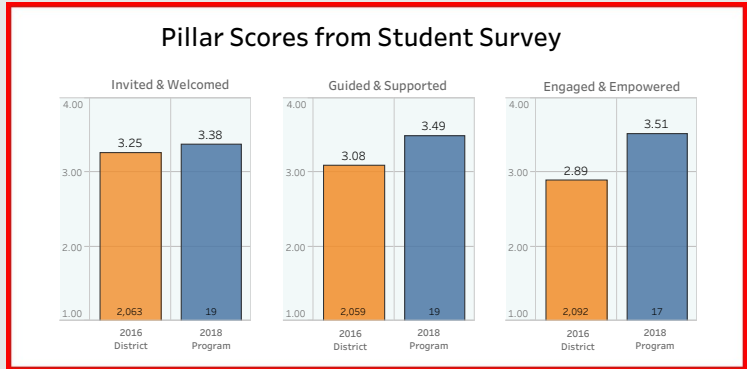
The Student Success Committee can support this program by helping us communicate with students, faculty, and staff involved in Learning Communities so we can pinpoint how to improve the program. Additional feedback would help us ascertain what kind of role the long-term loan program had for students in Learning Communities.

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

Student Equity & Achievement Data: Library: Learning Community: FA17 & SP18

Program	
Library: Learning Community	
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%	16 7.8%
Asian	2,289 5.0%	25 12.1%
Latino	17,346 37.7%	113 54.9%
Multi-Ethnicity	2,571 5.6%	16 7.8%
Native American	279 0.6%	3 1.5%
Other	421 0.9%	0 0.0%
Pacific Islander	164 0.4%	3 1.5%
White	21,824 47.5%	30 14.6%
First Gen Student	10,900 23.7%	82 39.8%
DSPS	4,311 9.4%	47 22.8%
Veteran	1,712 3.7%	3 1.5%
Foster Youth	775 1.7%	16 7.8%
Homeless	187 0.4%	0 0.0%
LGBTQ	1,237 2.7%	10 4.9%



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.