



Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Dept.: Amanda Morrison, Coordinator, Petaluma Intercultural Center

Project Name: Our House Intercultural Center

Project Outcomes

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

Which Student Equity Indicator(s) is your project expecting to impact?	<input type="radio"/> Access <input type="radio"/> Course Completion <input type="radio"/> ESL and Basic Skills <input type="radio"/> Degree / Cert Completion <input type="radio"/> Transfer
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 type="radio"/> Guided and Supported <input type="radio"/> Succeeding and Completing

Our House fosters a central space where students from all backgrounds have support, resources, and opportunities to engage with campus life, gain leadership skills, and build social and cultural awareness. The goal of Our House is to encourage deep levels of student engagement by providing a nurturing environment, culturally relevant programming, and vital services for all students but particularly those from underserved and underrepresented populations in higher education. Research has shown that that when students access campus services and engage in co-curricular activities, student success improves across multiple indicators (course completion, GPA, persistence, degree completion, college transfer, etc.). Our House therefore aims to provide students with resources and experiences that will help them feel connected with the college and invested in their education.

In the 2017-18 school year, Our House hosted 19 co-curricular events that drew an average of 25 student attendees. A major success in attracting student participation has been the development of co-curricular faculty partnerships in which instructors build the activity into their course syllabi as extra credit or a required assignment, sometimes bringing an entire class to the event. Highlights of these partnerships include: an Aztec art workshop and student art display in partnership with anthropology faculty Michelle Hughes Markovics; two lectures by Our House Coordinator Dr. Amanda Morrison (“What Do *Corridos* and Gangster Rap Have in Common?” for Latinx Heritage Month in fall and “Latinas in Hollywood: Stereotypes and Icons” for Women’s History Month in spring) in partnership with Spanish faculty Mai Nazif; a well-attended lecture by history faculty Laura Larque on “Las Adelitas” women of the Mexican Revolution; and a post-wildfire Mesoamerican healing circle and El Dia del los Muertos ritual led by Laura Larque, attended by an entire class of sociology faculty John Stover. Dr. Stover has become a major Our House partner, having integrated several Our House events into his sociology course syllabi, including a Black History Month screening of *I Am Not Your Negro* (the recent documentary about James Baldwin) and post-film discussion facilitated by Dr. Morrison and Byron Reaves, Student Success Coordinator, Umoja mentor, and outspoken campus leader on African-American issues.

During the 2017-18 school year, a new student club, Black and Brown Union (BBU), emerged out of the synergistic culture of Our House. The club meets in Our House and is co-advised by Byron Reaves and Amanda Morrison. It has become a key site for dialogue on important social issues and community building across difference at Petaluma

Campus. BBU hosted several meaningful campus discussions including a roundtable entitled “Not Your N-Word” focusing on controversial uses of the n-word by non-African-American speakers (particularly Latinos) and an additional screening of *I Am Not Your Negro* for local high-school students in MEChA and BSU clubs in partnership with the Youth Congress of North Bay Organizing Project (NBOP). The latter drew a packed house!

Our House has also increased programming around LGBTQ identities and issues, hosting a “Queering the Intersections” workshop led by beloved local leader Javier Rivera of the LGBTQ youth-advocacy organization Positive Images. Our House events are often “intersectional”—focused on multiple aspects of identity (race, gender, sexuality, social class, etc.) and raising consciousness about overlapping oppressions. In February 2018 Buddhist spiritual leader Larry Yang led a guided meditation and dharma talk on the importance of engaging diverse populations in mindfulness practice, bringing his important perspective as a gay man of color. Our House continues to serve students holistically by offering weekly Mindfulness Group de-stress meditation sits in partnership with SRJC Nurse Practitioner Cynthia Dickinson.

The second year of Our House’s *Word!* Spoken Word & Open Mic series showed continuing success, drawing robust crowds and highlighting diverse poets, many of whom speak in very intentional ways from an “intersectional” point of view. Another program showing continued success is the *We the Future* Social Justice Conference, a campus-wide event closely connected to Our House programming through the lead-coordination efforts of Amanda Morrison in collaboration with a cross-departmental planning committee that includes faculty, staff, students, and administrators from both campuses. 2018 saw the launch of SRJC Petaluma’s “campus theme”: the inaugural theme was food justice, which became the focus of the *We the Future* conference. The conference opened with a dynamic keynote speech by Nikki Silvestri, a nationally recognized leader on issues of sustainability and access to healthy food in communities of color. Many students reported this was one of the most engaging and inspiring talks they had ever attended.

During the 2017-2018 school year, Our House continued to benefit from the co-location of vital programs and services (including 10,000 Degrees, CalWORKS, and the Connections Learning Community) and caring staff who are particularly adept at supporting students belonging to historically underrepresented and disenfranchised populations, including students of color, first-generation and low-income students, and immigrant students. In particular, the presence of the Student Success Program, led by Bryon Reaves, as well as Petaluma Outreach Coordinator Yesenia Hurtado-Rodarte in Our House is a huge boon to the center and the students who make it their home. Yesenia provides individual wraparound support to many students, especially first-gen students and those from immigrant and Spanish-speaking families because of the years she spent doing targeted outreach to English-language learners for SRJC. She successfully filled in providing support to undocumented students in the interim period when SRJC had no full-time Dream Center Coordinator. Byron Reaves and the talented peer coaches he trained not only helped students complete their “steps to success” (matriculation), but have been major culture keepers of the center, ensuring Our House is a fun, dynamic, diverse, comfortable, safe, and popular place to hang out and build social connections.

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.**

In total, Our House served 2139 students during the 2017-2018 school year. Within the population of SRJC students who came to Our House, a significant proportion are members of two target groups in particular: first-generation students and LGBTQ students. The latter is a reflection of the increased programming centering on previously underserved LGBTQ students. The former reflects ongoing success in providing a safe space and resources for students who typically do not feel comfortable and welcome in college settings because they are the first in their families to forge paths into this institutional and often-intimidating terrain. First-generation students represent

27.6% of students who came to Our House, compared to 23.7% of the district as a whole. LGBTQ students represent 4% of students who came into Our House, compared to 2.7% of the district as a whole.

Our House continues to serve additional student populations at higher rates than the district as a whole, including Latinos (Our House students are 39% Latino, compared to 38% in the district), multiethnic students (6.5% of Our House students identify as multiethnic, compared to 5.6% in the district), Native American (Our House students are 0.8% Native American, compared to 0.6% in the district).

Even more significantly, Our House serves a high proportion of low-income Latino students: 59.5% of the Latino students who come into Our House are in “financial need,” whereas only 44.3% of Latino students districtwide fall into this category. Likewise, 44.2% of the first-gen students who come into Our House are in “financial need,” whereas only 29.2% of first-gen students districtwide fall into this category.

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?

Our House students have much higher persistence rates than district averages: persistence rates from fall 2017 semester to spring 2018 for Our House students is 80.7%, versus 65.8% districtwide. Persistence rates for low-income Our House students are even higher: 94.6% of low-income students coming to Our House persisted between semesters, compared to 74.4% of low-income students districtwide.

Our House students have higher course-retention rates than district averages: 88.8% for Our House students versus 87.1% districtwide. Our House low-income students have significantly higher course-retention rates than district averages for low-income students: 91.9% for Our House students versus 86.6% for low-income students districtwide.

Our House students have comparable course success rates (74.6% Our House versus 74.8% district), but Our House low-income students have significantly higher course-success rates than low-income students in the district broadly: 82.9% of Our House low-income students passed classes with a grade of “C” or better, compared to 75.6% of low-income students districtwide. Whereas average GPAs for Our House students are slightly lower than the district average (2.8 for Our House students versus 2.9 for SRJC students as a whole), average GPAs for low-income students who come to Our House are higher (3.0 for low-income Our House students compared to 2.9 for low-income students districtwide).

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

On all three measures or “pillars” of student success, Our House received higher-than-average marks when compared to student responses to attitudinal questions from the 2016 districtwide Student Survey. Furthermore, the response rate of Our House students who took the 2018 program-targeted survey (138 responses) was high enough to yield meaningful results. On a scale of one to four, the average score for Our House students who completed the 2018 survey and felt “engaged and empowered” is 3.09 (compared to the 2016 districtwide average of 2.89 out of 4). The average score for 2018 survey respondents who felt “guided and supported” is 3.27 out of 4 (compared to the 2016 districtwide average of 3.08 out of 4). The average score for 2018 survey respondents who felt “invited and welcomed” is 3.32 out of 4 (compared to the 2016 districtwide average of 3.25 out of 4).

Unsurprisingly for a student-engagement program focused on developing leadership and high participation in co-curricular activities, Our House made its biggest impact on the “Engaged and Empowered” student success pillar.

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

Our House is meeting its goal of providing a nurturing environment, culturally relevant programming, and vital services that engage students from historically underserved and underrepresented groups in the kinds of enriching co-curricular experiences that are linked to student success. The evidence is in the numbers: overall, Our House is serving approximately twice as many students as the previous school year (when the total was 499). In fall 2017, 954 unduplicated students spent time in Our House, and in spring 2018, 1185 unduplicated students came in. (Note: there may be duplication between semesters, as per SRJC OIR.) Our House is especially effective in engaging first-generation students, LGBTQ students, and low-income students, particularly low-income Latino students. These students have higher “success” rates than the college average, and report feeling welcome, supported, and empowered at rates higher than average.

Evaluation and Project Improvement

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

Not currently.

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

- Develop and clearly articulate a Mission Statement and Vision Statement for Our House
- Support and cultivate a linked learning community (Our House Learning Community, launched in summer 2018) and core leadership cohort of students
- Deepen the integration of Our House Coordinator Dr. Amanda Morrison’s role as cultural programmer and educator by linking courses taught by Dr. Morrison in humanities and cultural anthropology to Our House Learning Community
- Become a hub of creative projects (podcasts, digital storytelling, art installations etc.), consciousness-raising campaigns, and social-justice organizing among student leaders
- Become a research hub for issues related to multiculturalism, ethnic studies, and culturally relevant curriculum and programming in higher education, out of which students, faculty and staff co-author journal articles, white papers, infographics, and other media
- Establish a more stable, sustainable funding model by decoupling Coordinator salary and benefits from annual operational and programmatic costs
- Integrate and coordinate efforts between “sister” intercultural centers at Petaluma Campus and Santa Rosa Campus

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

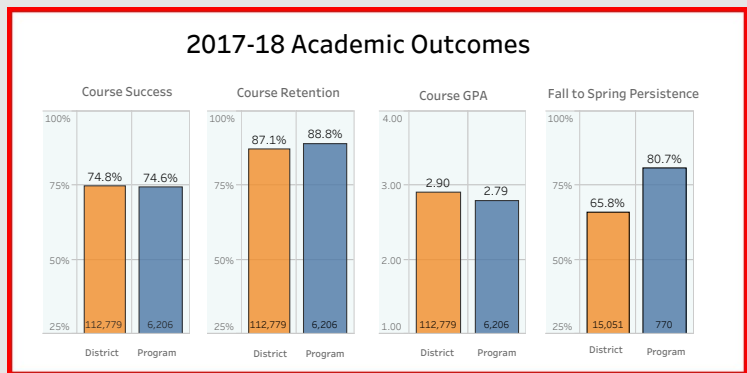
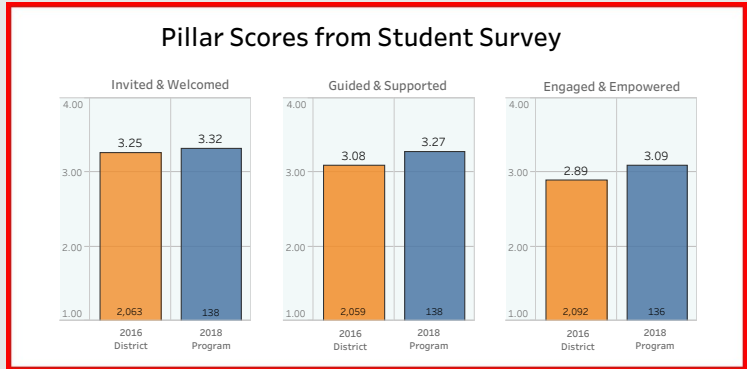
Continue to help us develop effective data-collection methods and measures for student engagement among those utilizing the program.

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

Student Equity & Achievement Data: Our House: FA17 & SP18

Program	
Our House	
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%	36 1.7%
Asian	2,289 5.0%	81 3.8%
Latino	17,346 37.7%	834 39.0%
Multi-Ethnicity	2,571 5.6%	138 6.5%
Native American	279 0.6%	17 0.8%
Other	421 0.9%	11 0.5%
Pacific Islander	164 0.4%	3 0.1%
White	21,824 47.5%	1,019 47.6%
First Gen Student	10,900 23.7%	591 27.6%
DSPS	4,311 9.4%	231 10.8%
Veteran	1,712 3.7%	62 2.9%
Foster Youth	775 1.7%	29 1.4%
Homeless	187 0.4%	4 0.2%
LGBTQ	1,237 2.7%	86 4.0%



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.