ISSC: First Year Achievements

- Team Members (in order of appearance)
- Michael Hale, Faculty, English
- Megan Rhodes, Research Technician
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- Daniela Kingwill, Faculty, ESL
- Andrea Alexander, Disability Specialist
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ACCESS: AND ENGAGEMENT
Why should you attend our breakout session?

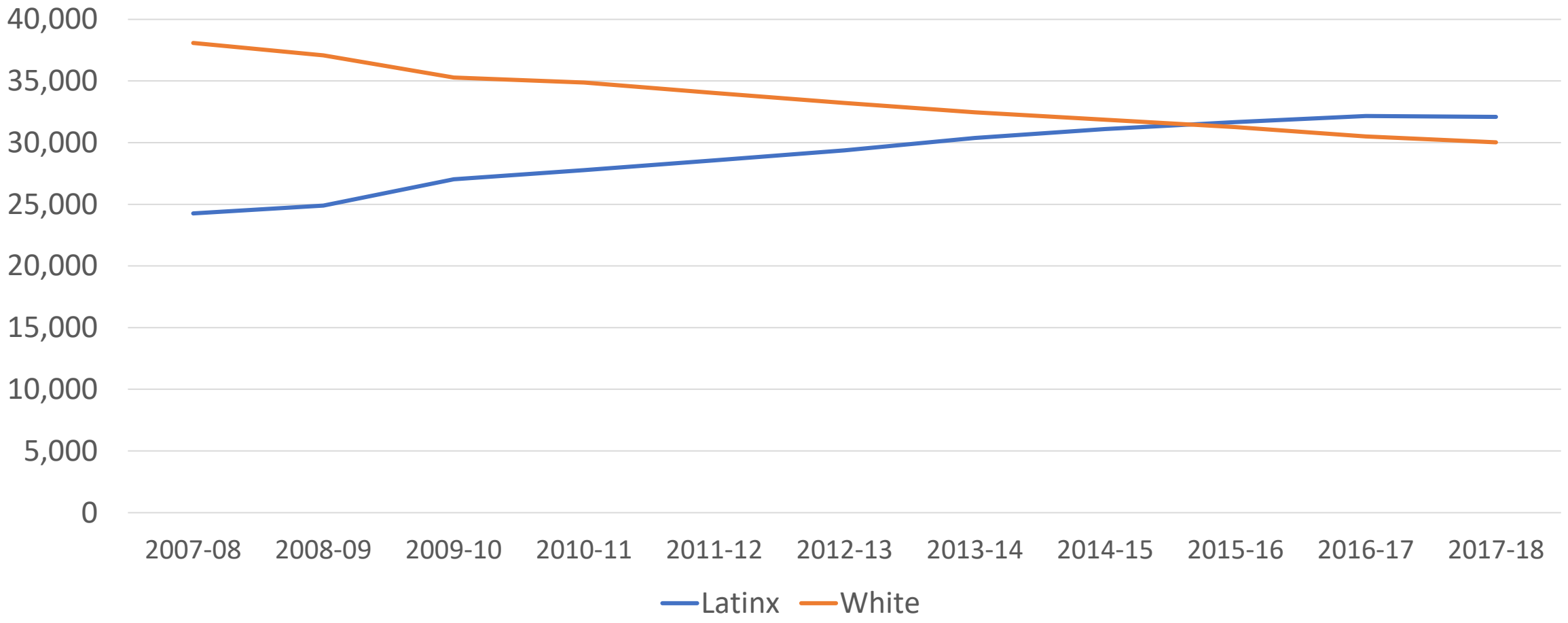
- In an era of declining enrollment, we need to look closely at issues of access with an eye towards increasing enrollments, engagement, retention, and persistence in the first year.
- This is not only a moral issue, but a fiscal issue, and a jobs issue as well.

How did we arrive at this inquiry through data analysis?

- **We divided the first-year timeline in terms of access into:**
  - **Pre-Enrollment**
  - **Enrollment**
  - **Support services during the first year**
  - **Student engagement and other activities that promote belonging during the first year**
- **We asked:**
  - How many people apply to CCC Apply and how many enroll?
  - What is the demographic breakdown of those that do not enroll?
  - What is the demographic breakdown of first-year students?
  - Can we measure the impact of support and engagement programs on retention, persistence, and success?

Pre-Enrollment

Sonoma County K-12 Enrollment by Ethnicity



Thank you to SRJC OIR and KC for this slide

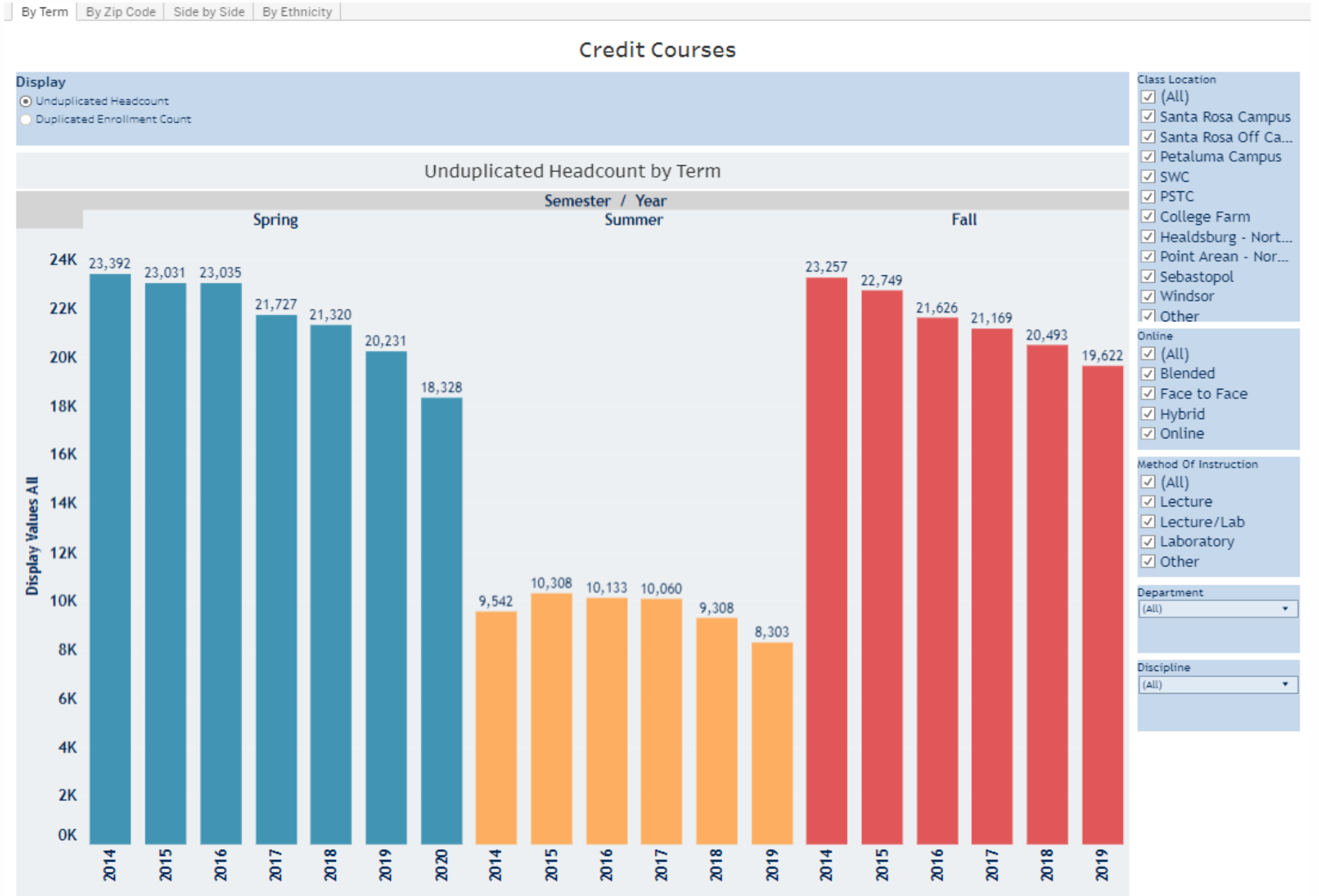
Source: California Department of Education

How many people apply to CCC Apply and how many enroll?
What is the demographic breakdown of those that do not enroll?

2017/18	Applied	Enrolled	% Enrolled	DI	*w/o white*
All Enrollment	57,158	27,509	48.1%		
w/o white	*25,427*	*14,035*	*55.2%*		
AF AM	2,265	1,098	48.5%		*DI*
Hispanic	17,594	9,865	56.1%		
White	31,041	13,226	42.6%	DI	
Asian	3,151	1,860	59.0%		
NAT AM	1,052	477	45.3%	DI	*DI*
Fillipino	999	551	55.2%		
Pacific Islander	366	184	50.3%		*DI*
MALE	25,040	12,724	50.8%		
FEMALE	30,313	14,257	47.0%		
Foster Youth	1,089	500	45.9%	DI	*DI*
DSPS	2,157	1,047	48.5%		*DI*
LGBT	2,605	1,310	50.3%		*DI*
Veteran	1,337	594	44.4%	DI	*DI*

Thank you to Blair Lamb, OIR, for this data

Enrollment



https://fact-book.santarosa.edu/credit-courses-enrollments-and-headcounts

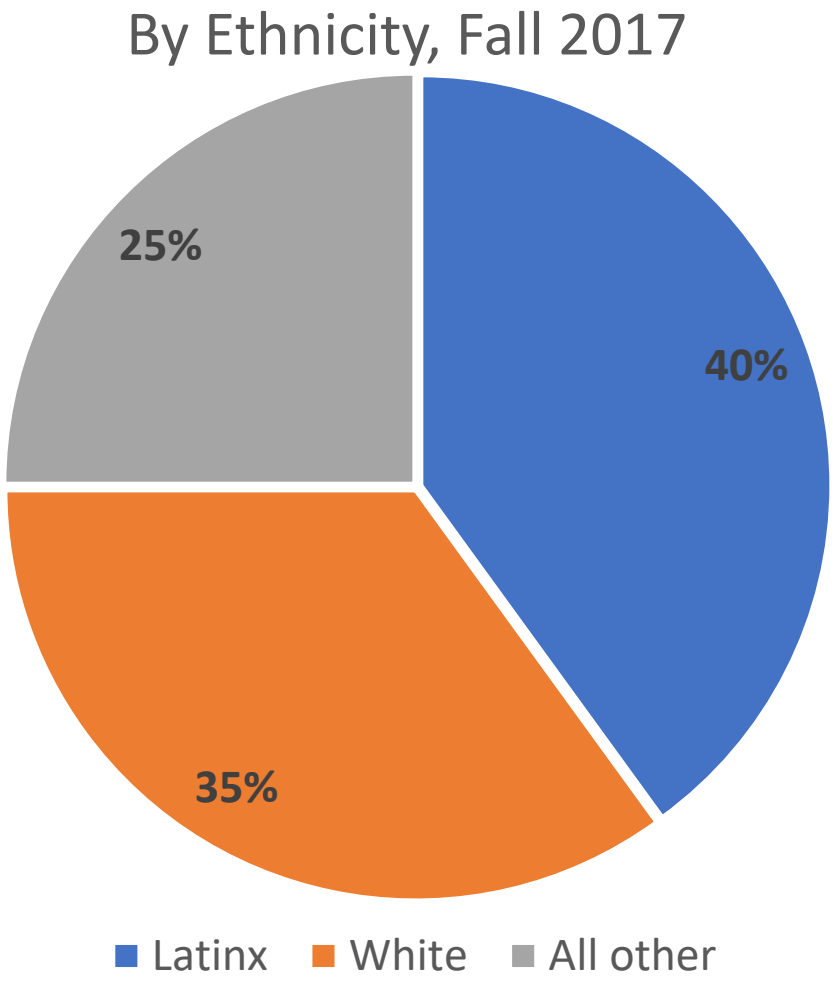
FALL 2018 Headcount & Proportion Rates

	Full-Time (≥ 12units)	Part-Time (< 12units)
African Am..	117 2.8%	423 2.4%
Asian	280 6.7%	812 4.5%
Latinx	1,536 36.6%	7,224 40.2%
Multi Ethnicity	260 6.2%	955 5.3%
Native Am..	20 0.5%	112 0.6%
Pacific Isla..	13 0.3%	64 0.4%
White	1,949 46.5%	8,004 44.6%
First Gen S..	1,015 24.2%	4,393 24.5%
Financial A..	3,070 73.2%	6,123 34.1%
Foster Youth	51 1.2%	311 1.7%
LGBTQ	125 3.0%	550 3.1%
DSPS	288 6.9%	1,222 6.8%
Veteran	226 5.4%	657 3.7%
Homeless	23 0.5%	112 0.6%
Total	4,192	17,964

Combined Total 22,156

Thank you to Blair Lamb, OIR, for this data

First Time (New) Students at SRJC



Thank you to SRJC OIR for this slide

Source: CCCCO Datamart

Enrollment through the first semester in English 1A

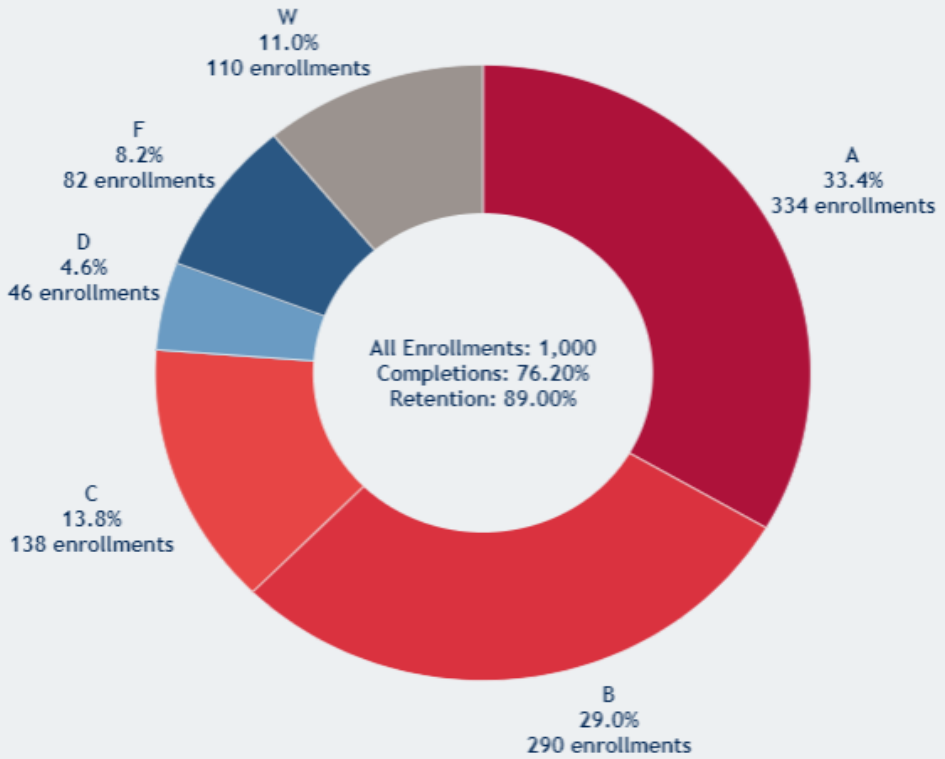
CREDIT COURSES - GRADE DISTRIBUTION

Visualization | Data Tables | Units to GPA | Units to Average GPA | Units / GPA Data Table

Credit Courses Grades

Last Updated: 1/15/2020

OIR SANTA ROSA JUNIOR COLLEGE



Acedemic Year: 2018-19

Ethnicity: (All)

Semester: Fall

Gender: (All)

Department: ENGL

DSPS Student: (All)

Course: ENGL1A

Enrollment Status: First Time Student

Location
- (All)
- Online
- Santa Rosa
- Petaluma
- Other

First Generation: (All)

Financial Aid: (All)

Online: (All)

Student Age: 11 – 87

Semester Units: (All)

CTECourse: (All)

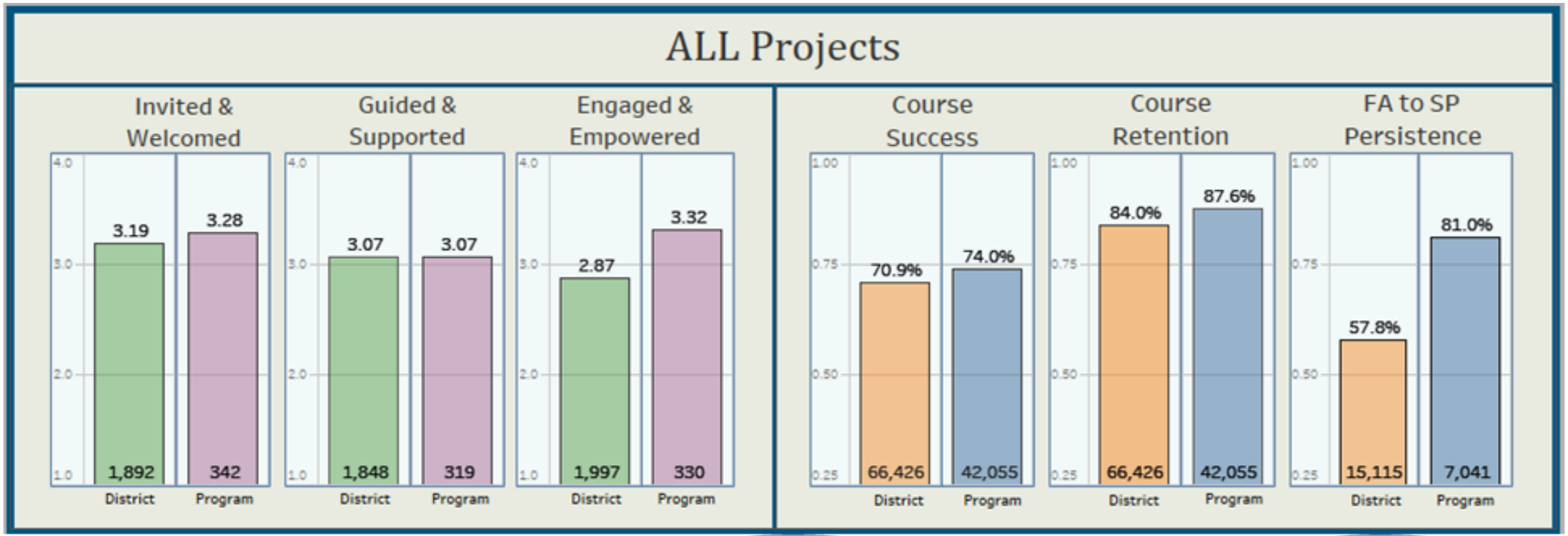
https://fact-book.santarosa.edu/credit-courses-grade-distribution

Course Succes Rates

	Full-Time (> 12units)	Part-Time (< 12units)
African Am..	100.0%	66.7%
Asian	100.0%	75.0%
Latinx	88.2%	47.0%
Multi Ethnicity	78.3%	63.6%
Native Am..	100.0%	50.0%
Pacific Isla..	100.0%	100.0%
White	91.2%	69.0%
First Gen S..	91.8%	50.4%
Financial Aid	91.6%	57.5%
Foster Youth	50.0%	44.4%
LGBTQ	82.4%	50.0%
DSPS	95.7%	63.6%
Veteran	100.0%	72.7%
Homeless	100.0%	83.3%
Averages	88.3%	59.1%

Combined Average 69.9% DI < 67.9%

Access to Support Services



One Love

Empowerment Academy

Native American Summer Bridge

Special Events

Welcome Day

Student Leaders

UMOJA

PALS

Petaluma Tutorial ctr.

Calc/Laptop Loan

Online Tutoring

Puente

APASS

MESA

Our House

Food Pantry

SWC Services

C2C

Student Health Serv.

Student Success Coaching

Student Success Teams

Equity Scholarships

Bear Cub Scholars

Transfer Center Outreach

Thank you to Blair Lamb, OIR, for this data

Engagement in the first year

What is Engagement?

Student Engagement is the extent to which students engage in educationally meaningful activities as a function of efforts of the institution to foster that activity (Kuh, Kinzie, Schuh, & Whitt, 2005)

Engagement is not something a student does or experiences but rather is the result of a lived reality that is co-constructed by students along with their peers, faculty members, and others, who all interact within colleges in a simultaneous specific and broad context.

Why should we care?

The "Why"

Students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved. (Pascarella & Terenzini, 1991)

it is apparent that the more students are involved in the social and intellectual life of a college, the more frequently they make contact with faculty and other students about learning issues, especially outside the class, the more students are likely to learn (Tinto, 1993))

Studies have shown it leads to higher rates of persistence, course success, and graduation.

58% of first-year SRJC students report being NOT engaged in student life outside of classes

Attendance at activities or events (9.8%)

Academic Support (tutoring, PALS, DRD, etc.) (5.8%)

Meeting with Faculty outside the classroom (5.8%)

Participation in Athletics or Intramurals (5.8%)

Volunteering on or off campus (4.0%)

Student clubs/Government/Committees (3.8%)

Learning Communities (2.2%)

Connected with student success/peer coach (2.0%)

Student employment on campus (0.4%)

What SRJC First Year Students are reporting:*

I have a supportive relationship with at least one SRJC staff or faculty member (64.5% Agree or Strongly Agree)

I am reflected and represented in the campus culture (52.4% Agree or Strongly Agree)

I actively contribute to the college community (49% Disagree or Strongly Disagree)

*2019 Student Survey Data

First Year Achievements: Gender Analysis

First-Year Achievements: Gender Analysis

In our preliminary research, we noticed that part-time female students in some sub-groups were “Disproportionately Impacted" at specific first year achievement milestones

What are we doing for our female students?
What are we doing for our parent students?

Part-time students are disproportionately impacted much more than full-time students in all areas.

Why was this inquiry question interesting to us?

- We examined the First Year Achievements Data Sheet and noticed that part-time female students in most sub-groups were "Disproportionately Impacted Students," which means that they are "succeeding at a significantly smaller rate than the average of all students."
- This specifically looked at finishing transfer-level math and English in their first year.
- We had assumed that females were doing as well as males in higher education.
- These are the questions from our first meeting.
  - Different milestones have different gender expressions/outcomes. Why?
  - Do female students need more mentoring? Could we find returning female students to speak?
  - Do we need to build support early in the semester?
  - Is there a support program for mothers? What is the waitlist for our childcare? Could this be the obstacle for our female students?
  - Learning communities seem to be working well; can we create more options for other students like – women, mothers?

1. Data

2. Literature Review

3. Survey/Anecdote

First year achievement milestone. Learning Progress.

Completed Transfer-Level Math and English

Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district

Students who enter math and English their first year complete their degree quicker as it provides more access to other courses.

Part-time students who:

1) are African American females,

2)are African American Male, and

3) LGTBQX

had a disproportionate completion rate of both transfer level math & English in their first year.

Part-time female students who:

1) utilize DSPS services,

2)LGTBQx

3) are white

had a disproportionate completion rate of Transfer Level English in their first year.

Part-time female students who:

1) utilize DSPS services,

2)LGTBQX

3)are African American

had a disproportionate completion rate of Transfer Level Math in their first year.

Why are female students reducing their schedule through drops?

Top two reasons **female** students drop classes (all):

- Class requirement conflicts with family responsibilities or personal schedule (14.8%)
- Class requirements conflict with my work schedule (12.85%)
- Class not needed or taking different class (10.83%)

Top two reasons **first year female** students drop classes (all):

- Class requirement conflicts with family responsibilities or personal schedule (14.68%)
- The instructor is not a good match for my learning style (12.16%)
- Class requirements conflict with my work schedule (11.7%)

Source:
Drop Reason Survey
September, 2017-January, 2020

Why are female students reducing their schedule through drops?

Top three reasons **female** students drop transfer level **Mathematics**:

- The instructor is not a good match for my learning style (20.43%)
- I am not academically prepared for this class at this point (14.96%)
- The class requirements conflict with my family responsibilities or personal schedule (12.19%)

Top three reasons **female** students drop **English 1A**

- Class requirement conflicts with family responsibilities or personal schedule (15.79%)
- Class requirements conflict with my work schedule (12.98%)
- I lack the motivation to complete the online coursework (11.54%)

Source:
Drop Reason Survey
September, 2017-January, 2020

When do part-time female and non-binary students attend classes?

Q20 - Gender Identification		Q7 - When do you attend classes - Day - mornings	Q7 - When do you attend classes - Day - afternoons	Q7 - When do you attend classes - Evenings	Q7 - When do you attend classes - Fridays and/or Weekends	Q7 - When do you attend classes - Online	Total
		# Responses	# Responses	# Responses	# Responses	# Responses	# Responses
Female	Part-time (1 - 5.5 units)	94	68	85	6	26	279
	Part-time (6 - 11.5 units)	236	179	106	28	74	623
		330	247	191	34	100	902
Non-binary	Part-time (1 - 5.5 units)	3	2	1		1	7
	Part-time (6 - 11.5 units)	4	3	3		3	13
		7	5	4	0	4	20

Literature Review

A thorough literature review was made that revealed the disparities in both the educational journey and career obtainment for females.

Follow our journey. Read more.

I am a female in my first year at SRJC

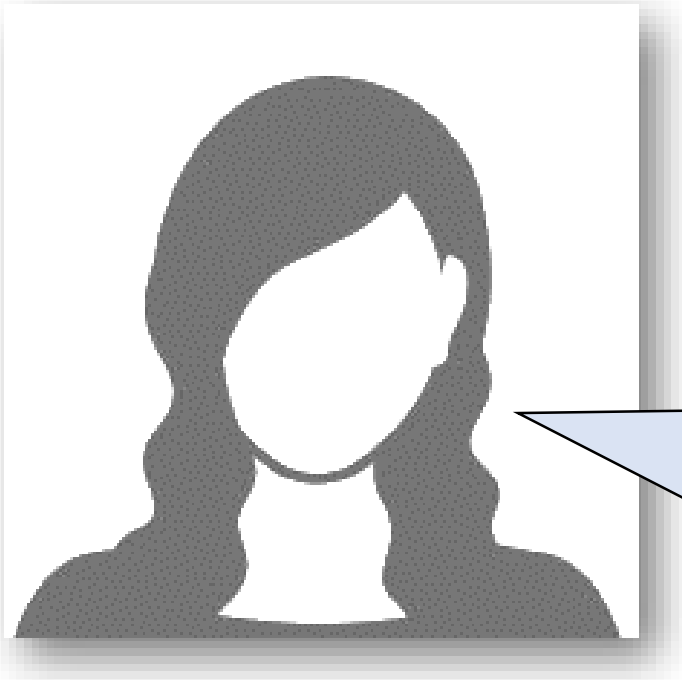
My primary reason that I am not full-time:
"Mental Health issues"

Other external factors are:
"Transportation problems, overall time pressure,
personal problems, mental or
physical health problems"

Internal factors:
"Classes not available or not able to get into them"

The reasons I gave for dropping courses are:
"I have health issues. "

Source:
Drop Reason Survey (09/20/18)
and Part-Time Enrollment Survey

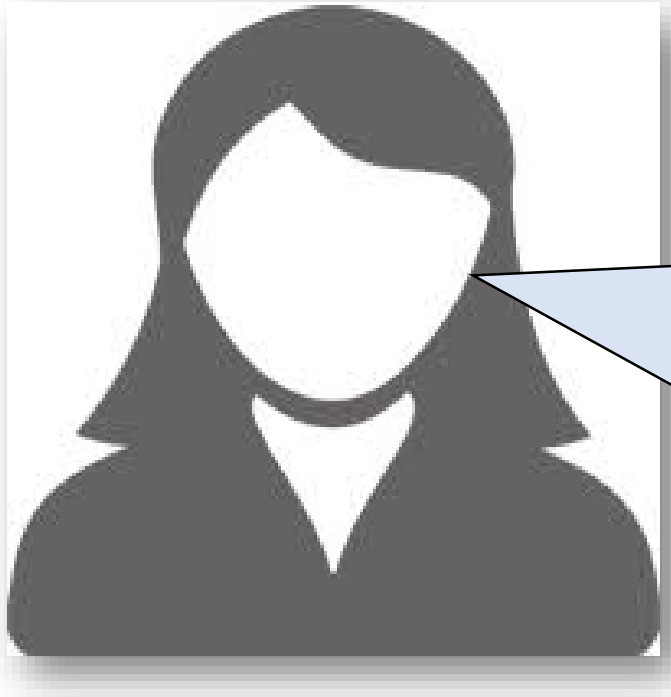


Source:
Drop Reason Survey Fall 2018
and Part-Time Enrollment Survey
Spring 2019

I am a female in my first year at SRJC

My primary reason that I am not full-time:
I cannot qualify for financial aid or loans. I am 31 years old and decided to come back to school with the help of my husband and father. I cannot qualify for loans since I have filed bankruptcy. The bankruptcy was because of an hospital bill when I had just started college. I quit college and started working full time. I tried to pay off the bills. According to the income bracket I make too much. I'm trying to move ahead.

The reasons I gave for dropping courses are:
"I was not engaged by the online coursework. The class requirements conflict with my family responsibilities or personal schedule."



I am a female in my first year at SRJC

My primary reason that I am not full-time:
"I work full time and have to commute 45 minutes each way. Housing is expensive in our area and I cannot afford to work part time. I simply don't have enough hours in the day to take 12 units per semester."

Other factors:
"Financial problems, job pressures, working full time or schedule conflicts, housing problems, family pressure or responsibilities, attending part-time to protect GPA"

The reasons I gave for dropping courses are:
"The instructor is not a good match for my learning style, the class workload/time commitment was more than I expected. The instructional content/material is not a good match for my learning style."

Source:
Drop Reason Survey Spring 2019 and Part-Time Enrollment Survey Spring 2019

Conclusions on gender analysis

We wanted to find out how parent students were affected. However, there is currently no data that focuses on this group.

We noticed that part-time students are disproportionately affected in all measures. If we can focus on helping part-time students achieve, this might also help those students who are also parents.

We would like to conduct more research on how to help part-time (and evening) students.

CLOSING EQUITY GAPS: INTEGRATING SRJC STUDENT DATA WITH STUDENTS' EXPERIENCES

Thursday, March 12, 3:00-5:00 p.m., Welcome & Connect Center (Plover Hall Rm 531)

As part of the Integrated Student Success Committee (ISSC), a branch of the Fall 2019 research inquiry teamwork was centered on first-year student achievements. Surprising results revealed a lower success rate for specific female groups who are part of the Disabled Students Programs and Services (DSPS) and who identify as LGTBQ, white, African American, and Native American. Director of Assessment Services & Student Success Technologies, Michelle Vidaurri will present research and data to narrow down the criteria that result in a higher disproportionate impact for our first year, female students. To learn more about how Santa Rosa Junior College can work to close these equity gaps, we will hear from a panel of SRJC students, so we can pair research and data with SRJC students' experiences.

Classroom Practices to Support First year Achievement

According to the American Association of Colleges and Universities, students being engaged and connected in their first year is shown to be increase their performance and retention*.

We asked what could instructors do across disciplines that would support first year student and help them connect and engage so that they remain enrolled and complete their goals.

This led us to research growth mindset, inclusive teaching methods and ways to serve the underserved students in our classrooms.

*AACU publication

Why was this inquiry question interesting to us?

- We understood the value of connecting with first year students and asked the question of what can we do in our classrooms to engage students in a way that supports them to continue with their degrees.
- We wanted to know if there were specific strategies that we could use to engage the disproportionately impacted (DI) students that data was showing had lower graduation rates.
- We did not want to focus on curriculum but on strategies or cultural shifts that each of us could make across disciplines to engage first year students and support them in their journeys.

What did we find in our research?

In researching this topic, we quickly came to fixed vs. growth mindset and the benefits for all students of Universal Design and Growth Mindset.

1. Establishing a growth mindset in the classroom benefits all students.
   - Growth mindset impact on students video (9 minutes)

2. Inclusive Pedagogy is a way to make curriculum accessible to ALL students so that all students have equal opportunities to access the material and succeed. This establishes the research related to the benefits of inclusive teaching.
   - Inclusive Teaching, Teaching Commons Georgetown University

Research findings continued

3. Inclusive teaching can be viewed through these 5 areas:
    - Content
    - Pedagogy
    - Assessment
    - Climate
    - Power
- Inclusive teaching strategies handout addressing ways to examine each of these areas in our own classes.

How did we arrive at this inquiry through data analysis?

We identified 5 areas from inclusive teaching that we could examine in our own classrooms:

- **Content** – Are there any barriers in the way we set up the class? Is the curricular design accessible and relevant?
- **Pedagogy** – How do we promote engagement in relevant and meaningful ways?
- **Assessment** – How can we diversify ways to demonstrate knowledge so that it is accessible to all students (this may be limited by content area)
- **Climate** – How do we structure the climate of the classroom so it is meaningful and accessible?
- **Power** – How do we empower students to have a voice in the class? Give them options in the creation of the syllabus, get their feedback on mode of instruction, specific lessons, exams etc.

Proposed Solutions to be pursued in the Spring

Share additional information on how each of us can make a significant impact in our own classrooms. (PDA presentation)

Work with other faculty to identify areas that we can make changes to our own courses.

Work with our students to identify ways we can alter our course delivery so that it is more accessible to them.

Remaining questions

- How do we go beyond our own classrooms and create a more inclusive climate on the entire campus?