Time, Textbooks, and Technology (T3)
Santa Rosa Junior College
October 11, 2017
Presentation Overview

- Who is Santa Rosa Junior College?
- What inspired the T3 Program?
- T3 Program Overview and Results
- Successes and Challenges
- Project Evaluation
- Road Map to Success
- Pair and Share Activity
Enrollments by Campus as of Spring 2016

- Santa Rosa Campus: 351
- Shone Farm: 1,469
- Southwest Center: 1,140
- Online: 4,952
- Petaluma Campus: 4,875

Total Enrollments: 18,463
Student Retention: Why Students Drop

Drop Survey Trends

Top 4 Reasons Students Drop

Fall 2013 - Spring 2016

<table>
<thead>
<tr>
<th>Reason</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
<th>Spring 2016*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Schedule</td>
<td>21%</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
<td>26%</td>
<td>15%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Family/Personal</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Finances</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Instructor/Learning Style</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td>10%</td>
<td>4%</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Full Description of "Student's Reason for Drop"

1. Work Schedule: "The class time conflicts with my work schedule."
2. Family/Personal: "The class time conflicts with my family responsibilities or personal schedule."
3. Finances: "I have financial difficulties."
4. Instructor: "The instructor is not a good match for my learning style."

*Spring 2016 data as of 4/13/16
Equity Programs Overview: Student Support

- **Academic Support**
  - Peer Assisted Learning
  - Tutorial Services
  - Learning Communities

- **Direct Student Support**
  - Scholarship
  - Food Distribution
  - Library Loan Programs
  - Book Vouchers

- **Support Programs**
  - EOPS
  - Foster Youth
  - Veterans
  - CalWORKs
Student Equity - Library Partnership: Background

- **September, 2014** meeting between Librarian, Dean of Student Equity and Success, Counseling Dept. Chair to describe student need at Libraries

- **Prior to SE funding**, Reserve Textbooks funded only from annual $1,000 Library Foundation funds

- **October 2014** proposal submitted including textbook titles and amount needed, marketing materials prepared

- **January 2015** proposal approved by VP of Student Services; $16,000 funds allocated; purchases begin

- **Today**: Partnership continues to grow to include more titles, calculators, laptops, and extended hours.
Time, Technology, and Textbooks: Overview
Time, Technology, and Textbooks: Overview

• Time: Extended hours including Fridays, Spring Break, and Finals Week

• Technology: Includes over 400 calculators, 100 laptops available for a semester-length loan.

• Textbooks: Includes over 3,000 textbooks on reserve and for loan through Learning Communities.

<table>
<thead>
<tr>
<th>Program</th>
<th>Unduplicated Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculators</td>
<td>897</td>
</tr>
<tr>
<td>Laptops</td>
<td>72</td>
</tr>
<tr>
<td>Textbooks</td>
<td>5.032</td>
</tr>
</tbody>
</table>
Objective
Improve student access to information services, academic materials, research study space, and librarian support by increasing library hours.

Special Impact Areas – Reached students who...

...voiced a need for schedule flexibility

...wanted increased access to academic materials and librarian support
Target Populations

The extended hours program reached a higher concentration of underrepresented populations than exist in the SRJC student population.

<table>
<thead>
<tr>
<th></th>
<th>% Students in program</th>
<th>% Students in SRJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Asian</td>
<td>5.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Latino</td>
<td>40.0</td>
<td>31.8</td>
</tr>
</tbody>
</table>

Demographics

Basic Skills Students
- No: 37% (5,515), Yes: 63% (3,193)

First Generation Students
- No: 34% (2,921), Yes: 66% (5,787)

2016-17
## Time: Library Extended Hours Program

### User Themes

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>66%</td>
<td>Research, quiet, and group study</td>
</tr>
<tr>
<td>11%</td>
<td>Requested increased hours</td>
</tr>
<tr>
<td>10%</td>
<td>Increased access to services</td>
</tr>
<tr>
<td>9%</td>
<td>Balance work and life</td>
</tr>
</tbody>
</table>

### User Impact

- "These hours were vital to my success. They helped me work around my job schedule."
- "The staff has been incredibly helpful and supportive. I do not have internet at home because it’s too expensive."
- "Organic chemistry is hard to study at home with non-academic minds. Here I’m at peace."
Time: Library Extended Hours Program

Grade Point Average Comparison

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Library Extended Hours Users</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2.71</td>
<td>2.57</td>
</tr>
<tr>
<td>Asian</td>
<td>3.06</td>
<td>2.94</td>
</tr>
<tr>
<td>Latino</td>
<td>2.70</td>
<td>2.60</td>
</tr>
<tr>
<td>Native American</td>
<td>2.42</td>
<td>2.41</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2.70</td>
<td>2.61</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>2.95</td>
<td>2.85</td>
</tr>
<tr>
<td>White</td>
<td>3.06</td>
<td>2.98</td>
</tr>
</tbody>
</table>
Time: Library Extended Hours Program

Completion Rate Comparison

- All Students: 73.2%
- Library Extended Hours Users: 76.3%

Student Demand for Access

- Foot traffic increase since the program’s inception: 72%
- Increased ability to devote time to study: 55%
Objective
Make textbooks accessible to target groups disproportionately impacted by the high cost of learning materials.

Special Impact Areas
Students facing economic challenges that threatened course completion.

Learning Community students who would benefit from full-semester loans.
**Target Populations**

The textbook loan program reached a higher concentration of target populations than exist in the SRJC student population.

<table>
<thead>
<tr>
<th>Demographics</th>
<th>% Students in Program</th>
<th>% Students in SRJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Islander</td>
<td>1.9</td>
<td>.32</td>
</tr>
<tr>
<td>African American</td>
<td>4.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Asian</td>
<td>5.2</td>
<td>3.8</td>
</tr>
<tr>
<td>Latino</td>
<td>40.4</td>
<td>31.8</td>
</tr>
</tbody>
</table>
**Textbooks: Library Textbook Loan Program**

### User Impact

#### User Themes

- **51%** The cost savings from this program was helpful
- **27%** Helped students stay enrolled
- **22%** Helped with their grades

**“I was able to save money and use it for food and gas.”**

**“I probably wouldn’t have taken English or Sociology this semester because I couldn’t afford the book.”**

**“Books are expensive and without Reserve I don’t think I would have passed any classes.”**
Textbooks: Library Textbook Loan Program

Academic Achievement

Grade Point Average Comparison

- African American: 2.63, Library Textbook Loan Users: 2.61, All Students: 2.60
- Asian: 2.99, Library Textbook Loan Users: 2.96, All Students: 2.69
- Latino: 2.69, Library Textbook Loan Users: 2.60, All Students: 2.60
- Native American: 2.45, Library Textbook Loan Users: 2.25, All Students: 2.54
- Pacific Islander: 2.86, Library Textbook Loan Users: 2.85, All Students: 2.85
- Multi-Ethnicity: 2.93, Library Textbook Loan Users: 3.07, All Students: 2.97
- White: 3.07, Library Textbook Loan Users: 3.07, All Students: 2.97

2016-17
Textbooks: Library Textbook Loan Program

Completion Rate Comparison

- All Students: 73.2%
- Library Textbook Loan Users: 75.9%

Student Demand for Access

- 92% Program was very important to ability to complete courses
- 7% Program was somewhat important to ability to complete courses
Technology: Library Calculator and Laptop Loan Program

Overview

Objective
Make calculators accessible to those target groups disproportionately impacted by the high cost of instructional resources.

Special Impact Areas
Strong reach to students eligible for financial aid and to STEM students.
Demographics

Technology: Library Calculator and Laptop Loan Program

Calculator Loan Student Profile
- Basic Skills Students
  - Yes: 557 students (62%)
  - No: 340 students (38%)
- First Generation Students
  - Yes: 565 students (63%)
  - No: 332 students (37%)
- Economically Disadvantaged Students
  - Yes: 565 students (55%)
  - No: 332 students (45%)

Laptop Loan Student Profile
- Basic Skills Students
  - Yes: 37 students (37%)
  - No: 62 students (63%)
- First Generation Students
  - Yes: 48 students (48%)
  - No: 51 students (52%)
- Economically Disadvantaged Students
  - Yes: 60 students (61%)
  - No: 39 students (39%)
## Technology: Library Calculator and Laptop Loan Program

### User Impact

<table>
<thead>
<tr>
<th>Technology User Themes</th>
<th>Percentage</th>
<th>Impact Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation for the program</td>
<td>58%</td>
<td>“Awesome program!! Thank you. I love the SRJC for helping me succeed in Math.”</td>
</tr>
<tr>
<td>Financial assistance</td>
<td>20%</td>
<td>“Without the calculator, the class would be impossible to pass.”</td>
</tr>
<tr>
<td>Helped succeed in class</td>
<td>17%</td>
<td>“The library SAVED MY LIFE. Calculators are expensive! I couldn’t have completed my class without it.”</td>
</tr>
<tr>
<td>Requested more calculators and more training</td>
<td>6%</td>
<td>“I was able to type my lab reports at home on weekends and evenings.”</td>
</tr>
</tbody>
</table>
Technology: Library Calculator and Laptop Loan Program

Academic Achievement

Grade Point Average Comparison

- African American: 2.83
- Asian: 2.98
- Latino: 2.76
- Native American: 2.40
- Pacific Islander: 2.66
- Multi-Ethnicity: 3.09
- White: 3.08

Library Technology Loan Users vs. All Students

2016-17
Technology: Library Calculator and Laptop Loan Program

Completion Rate Comparison

- All Students: 73.2%
- Library Technology Loan Users: 78.9%

Economically Disadvantaged Students

- Yes: 60 students (61%)
- No: 39 students (39%)
SRJC Time, Textbooks, and Technology Program Student Success Data
Student Equity – Library Partnership: Successes

- Program results!
- Integrated into existing fabric; utilizing existing staff, infrastructure, & processes
- Supports the values of SRJC
- Solutions and service oriented team wanting to make it work.
- Data-rich, Information driven environment
- Mission alignment the hands of students
- Provide wrap around services and support
Student Equity – Library Partnership: Challenges

Mission & Value Alignment
• Equality vs. Equity
• Privacy
• Policy Conflicts

Process & Logistics
• Communication
• Workload
• Procedures
Student Equity Project Evaluation Process

- Measuring Activities
- Student Demographics
- Student Success Data
  - Retention
  - Course completion
  - GPA
  - Persistence
- Student Survey
- Satisfaction
- Utilization
- Continuous Improvement

<table>
<thead>
<tr>
<th>Project Contact Name &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name</td>
</tr>
</tbody>
</table>
| Student Equity Indicator(s) Impacted
  - Access
  - ESL and Basic Skills
  - Transfer
  - Course Completion
  - Degree / Cert Completion
| Student Target Populations Served
  - African Americans
  - Asians
  - Latinos
  - Pacific Islanders
  - Native Americans
  - Multi-ethnicity
  - Basic Skills & ESL
  - DRD Students
  - Foster Youth
  - Veterans
  - Econ. Disadvantaged

2016-17 Funding Allocated

Please provide us a summary of 2016-17 activities using the following prompts:

Project Impact
1. What was the stated outcome(s) of your project? Did you achieve them?
2. Provide total number of students served and demographic profile based on Student Equity target populations (see above)?
3. Describe how this project reduce equity gaps in one or more of the Student Equity Indicators of Access, Course Completion, Basic Skills and ESL, Degrees / Certificates, and Transfer?

Please compare your project data to institutional student success data. For example, provide course completion and success rates of your project participants compared to course completion rates and success rates for all students. Contact Blair Lamb in Office of Institutional Research for support: blamb@santarosa.edu.

Evaluation Process
4. Provide a description of how you evaluated your program’s effectiveness.
### Student Equity Project Evaluation Process

- **SSEC Team evaluation using rubric**
- **Committee discussion**
- **Feedback to projects**
- **Refine evaluation process**

<table>
<thead>
<tr>
<th>Linked to target groups</th>
<th>Needs work 1</th>
<th>Promising 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is unclear how the program will directly impact target groups.</td>
<td>Program identifies specific strategies which aim to impact target groups.</td>
<td>Activity explicitly identifies how it will engage target groups and addresses unmet needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tied to Student Equity indicators</th>
<th>Needs work 1</th>
<th>Promising 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program does not directly impact on equity success indicator data.</td>
<td>Program has some direct impact on equity success indicator data.</td>
<td>Program concretely changes equity success indicator data.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scalable/ Serves large percent of target population</th>
<th>Needs work 1</th>
<th>Promising 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small percent of target population served and has a no decrease in cost per student when scaled.</td>
<td>Medium percent of target population served and can be scaled with a moderate increase in cost per student.</td>
<td>Large percent of target population served and can be scaled up with minimal or no increase in cost per student.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clearly defined evaluation plan; successfully implemented</th>
<th>Needs work 1</th>
<th>Promising 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No assessment identified or assessment does not measure impact on the equity gaps.</td>
<td>Assessment identified but does not directly measure success in terms of closing the equity gaps or is poorly executed.</td>
<td>Appropriate assessment directly measuring impact on equity gaps.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achieved stated outcome / Demonstrated success</th>
<th>Needs work 1</th>
<th>Promising 2</th>
<th>Exemplary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity did not achieve the stated outcome and met with limited success.</td>
<td>Activity achieved part or all of the stated outcome and had some successful outcomes.</td>
<td>Activity achieved stated outcome and was successful at improving student outcomes.</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Work Schedule</td>
<td>Family/Personal</td>
<td>Finances</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>21%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>21%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>20%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>21%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>20%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>26%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>15%</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>Spring 2016*</td>
<td>17%</td>
<td>16%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Total: 51%

1. Work Schedule: “The class time conflicts with my work schedule.”
2. Family/Personal: “The class time conflicts with my family responsibilities or personal schedule.”
3. Finances: “I have financial difficulties.”
4. Instructor: “The instructor is not a good match for my learning style.”

Full Description of “Student’s Reason for Drop”

*Spring 2016 data as of 4/13/16
Pair and Share: Next Steps for Your College

Road Map for Success

• Discuss which aspects of the T3 program might be a good fit for your college?
• How would the road map to success work at your college?
• Where might you encounter allies or barriers?
Thank You!

Questions? Comments?