

# RIVERSIDE CITY COLLEGE



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# TABLE OF CONTENTS

<b>KEY TAKE-AWAYS .....</b>	<b>1</b>
Guided “Self-Serve” Pathways .....	1
Communication .....	1
Isolation .....	1
<b>ABOUT .....</b>	<b>2</b>
<b>STUDY DESIGN .....</b>	<b>3</b>
Method .....	3
Study Criteria.....	4
Timeline .....	6
Data Collection Platform .....	6
Study Content.....	7
<b>FINDINGS .....</b>	<b>8</b>
Student Responsibilities .....	8
2033 Student Goals .....	9
2033 Student Action Plans .....	11
Limited Guided Pathways Support .....	12
Tutoring Services.....	13
Feelings Around Math .....	15

Finding and Enrolling in Math .....	16
Improving Math Experience .....	17
Math Support Services .....	18
Why Math Matters (or Doesn't) .....	19
Completing Transfer-Level Math in 1st Year .....	20
Academic Engagement Centers .....	23
Student Services .....	24
Dropping Classes.....	27
Isolation .....	29
Mental Health.....	32
Why RCC is, or isn't, a Good Choice.....	34

**DEMOGRAPHICS .....** **36**

# KEY TAKE-AWAYS

## GUIDED “SELF-SERVE” PATHWAYS

Though most students have strong positive feelings towards Riverside City College (RCC), many identify common pain points including the need for students to be strong self-advocates because of RCC’s poor guided pathways self-service, including:

- Need to rely on, difficult to schedule, counselor appointments for many answers.
- Limited/difficult to find math-related guided pathways information.

Students recommend decreasing the need to schedule as many appointments with counselors by improving and detailing information on courses such as which apply toward their major and/or transfer goals, and alternate course options.

## COMMUNICATION

Communication modes/timings are inconsistent with student needs, leaving many unaware of available RCC services and information that would increase their likelihood of success. Students recommend improved communications that consider student resources and communication needs.

## ISOLATION

Black / African American students (independent of course mode/enrollment status) do not feel a sense of belonging at RCC. Online students have the second lowest sense of belonging, though most blame their lack of belonging on being online students.

Students’ recommendations for increasing sense of inclusion:

- Improve communication on existing extra-curricular activities through multiple-simultaneous channels including online calendar (detailing ALL events and how to join), social media, text, and email newsletters.
- Increase interest-specific extra-curriculars activities, clubs, and campus events such as game nights, showcases.

# ABOUT

Listening to students about their experiences in and out of the classroom to understand their barriers and the opportunities that support their success.

## At-a-Glance

- Study designed in collaboration with Riverside City College Office of Institutional Effectiveness.
- Held on April 25-27, 2023.
- 3-day confidential, online study students could complete on a laptop, tablet, or mobile device including library loaner laptops.
- Each day had 45-60 minutes of activities – yielding about 7,000 – 9,000 minutes of data interactions.
- Representative and targeted recruitment sample based on student population demographics and study topics.
- Participants received \$200 incentive to account for their time.

# STUDY DESIGN

The aim of the Riverside City College (RCC) Voice of the Student was to collect insight on student experience from first-year students across the college. RCC has experienced a decrease in enrollment and wants to identify actionable student-led steps to close equity gaps and improve persistence.

## METHOD

Riverside City College's student population is extremely diverse and as such we leveraged the Multimodal Cognitive Method (MCM) which was developed by Yvonne Olivares, Ph.D. to collect more reliable qualitative data from diverse populations including those who would normally be excluded from traditional research - including working students, students with family and/or sibling obligations, students who rely on public transportation/ride-shares and students from underserved populations who are weary of unknown situations.

The Multimodal Cognitive Method has been used by school districts, state agencies, community colleges and education-related nonprofits to support inclusive student-centered and equity-based research. This study utilized an online platform to engage students allowing participants to complete the study at their convenience with guided activities and live research moderators.

The Riverside City College Voice of the Student study was designed to engage students to deeply explore their experiences, barriers and needs to successfully complete transfer-level math their first year and to persist to their educational goal.

## STUDY CRITERIA

The study criteria are the participant demographic, behavioral, and social variables used during:

- Recruitment to assure we had a representative sample of students and large enough subsample for special topics,
- Analysis to identify patterns and relationships, and
- Reporting to serve as student identifiers in each quote.

Representative Sample Study Criteria:

- Enrollment Status (full-time, part-time, no longer enrolled)
- Employment Status (full-time, part-time, homemaker, not employed)
- Race/ethnicity (multi-select)
- Gender (female, male, nonbinary, other, choose not to say)
- Educational goal (certificate, AA, AAT, transfer only, uncertain)
- 1st Generation College Student / Not 1<sup>st</sup> Gen
- When they take courses (day, evening)
- Course mode (in-person, online, hybrid)
- Special program participation in Promise Program, UMOJA, La Casa, Student Athletics, CalWORKs, Honors, EOPS/CARE, Peer Mentor/Tutor, and/or Learning Communities (such as Rainbow, Puente, Guardian, Scholar, etc.)
- Socio-economic status

Special Topics Study Criteria:

- Tenure
  - First year - First enrolled Fall 2022 or Summer 2022
  - Ongoing - Enrolled Spring 2022 or earlier
- Math Status
  - Math Success (MS)
    - Successful completion of Math AND Math support
    - Successfully completed Math with NO enrollment in Math support
  - Math Not Success (MN)
    - Did not successfully complete Math (with/without Math Support)
  - Math Enrolled (ME)

- Currently enrolled in Math (with/without Math Support)
- Math Incomplete (MI)
  - Never enrolled in Math and/or Math support



## **TIMELINE**

- Students were recruited March 28-April 24, 2023.
- Study held on April 25-27, 2023. Study remained open until April 28,2023 to allow a few students who needed more time to complete their activities.

## **DATA COLLECTION PLATFORM**

Qualboard was chosen as the data collection platform because it allowed participants to participate anytime, anywhere, from any device. Participants could flip back and forth between devices and even use text messaging for follow-up questions, if it better suited their communication needs. Participants could also choose to complete each day's activities in multiple or one-seating.

This platform also allowed participants to choose the communication medium that best suited them - be it written, video, or images.

## STUDY CONTENT

Activities were designed to decrease stress on participants brought on during self-reflection. This included making certain each question was inclusive, judgement free, and that each day's last activity was a positive and/or empowering one.

### Day 1

1. About their life, support systems, and responsibilities
2. Understanding student goals/motivations
3. Ability to connect current actions to their desired futures.
4. Role RCC plays in connecting students to their desired future.
5. Who students trust when they need college guidance.
6. Who students trust when they need course guidance.
7. How would students improve course advisement?

### Day 2

8. How RCC does and does not support student persistence.
9. Student tutoring service experience
10. Why students do not use Tutoring services.
11. MS, MN, ME - Emotional anchor for Math
12. MS, MN, ME – Experience finding and enrolling in Math
13. MS, MN, ME - Math course experience
14. MS, MN, ME - Math support service experience
15. MI - Emotional anchor for Math (comparison group)
16. What would encourage students to complete Math in their first year?

### Day 3

17. Student perception of Academic Engagement Centers
18. Improving nonacademic services
19. Academic Engagement Center experiences
20. Understanding why students drop courses.
21. What would encourage course retention?
22. Student sense of belonging at RCC
23. What could RCC do to increase student sense of belonging?

# FINDINGS

## STUDENT RESPONSIBILITIES

While most RCC students must balance school with work, Hispanic/Latinx students are more likely than other groups to also need to balance family responsibilities such as caring for younger siblings, helping with family businesses, and/or working to help family pay the bills.

- *I am a full-time student and am currently still living with my parents and siblings at the moment. I am unemployed but help out with the family business as much as I can. Times are tough at the moment with the current economy and my dad being out of work due to recent surgery so helping out my mom with the family business is important and crucial in order to pay the bills. - MS, Ongoing, Enrolled FT, Not Employed, Hispanic/Latinx, Female, AA, Not 1st Gen, Day, Evening, Hybrid, Program, 20, Living Wage No*
- *Hello, ... am the oldest of two other siblings. I currently live with my parents. My typical everyday routine consists of working an eight-hour shift morning two midafternoon then pick my sister up from school. Come home eat, clean up the house a bit and start on any homework I have assigned that day study take a shower and rest - MI, Ongoing, Enrolled FT, Not Employed, Female, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*
- *I live with my fiancé, my son and his grandma. I take my brothers to school every morning, then drop off my son at head start. Then I eat a quick breakfast, clean up my room, get a workout in if I have time, and head to work. I then come home eat and try to do as much schoolwork as I can. - MI, Ongoing, Enrolled FT, Not Employed, Hispanic/Latinx, Female, AA, 1st Generation, Day, Online, Program, 19, Living Wage No*
- *I am 21 years old, and I still live at home with my family. I have three sisters, 4 dogs and about 25 chickens. In the mornings I help my sister with getting her two children (she has two under two) ready for the day before I leave for school. After getting up early to get myself ready for school I begin making some breakfast for my nephew which results in me grabbing something small like a banana or an apple for breakfast to eat in the car - MS, First Year, Enrolled PT, Not Employed, Female, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 21, Living Wage No*

## 2033 STUDENT GOALS

When looking ten years into the future, many students see futures as business owners, less imagine futures directly related to their current majors.

### Future Business Owners

- *In the year 2033, I will be 33 years old, Married, having a small bakery business, and hopefully pregnant or planning to have a baby, I would say that at that time the best thing about my life would be having A successful business. - MS, Ongoing, Enrolled FT, Employed PT, Female, Hispanic/Latinx, CTE, 1st Generation, Evening, Hybrid, No Program, 23, Living Wage Yes*
- *I would be 30 during the year of 2033. I see myself with a family, owning my own business, supporting charities, and giving back to the communities around the world... I would like to start my own jewelry business. - MI, Ongoing, Enrolled PT, Not Employed, Female, Black, AA, 1st Generation, Day, Evening, Online, Program, 19, Living Wage No*
- *Hopefully I'm the year 2033 I will already be a successful businesswoman who has her own clothing brand with some side hustles. I want to be independent and financially secure to the point where I can retire my immigrant parents and buy them house. The best about my life in that year would be starting my life with my husband, living in a nice home and spending time with our family and the occasional vacation. - MS, Ongoing, Enrolled FT, Not Employed, Hispanic/Latinx, Female, AA, Not 1st Gen, Day, Evening, Hybrid, Program, 20, Living Wage No*

### Major-related Futures

- *In the year 2033, I have the career I have which is being a licensed therapist for couples and for individuals who have unresolved trauma from their childhoods. I have the house I want, with the yard I imagined. Not a so expensive car so I can spend the money on my family which includes my wife, son, and daughter. The best thing about my life in that year is that I have everything I could possibly want... a family and a stable job where I make enough money to afford what I like and to support my family and treat them by going on family trips. - MS, Ongoing, Enrolled PT, Employed PT, Hispanic/Latinx, Male, Transfer, 1st Generation, Evening, Hybrid, Program, 20, Living Wage No*
- *In the year 2033, I'd be working as a Web Developer. I would not only know how to design the appearance of a website, but also be able to ensure that there are security measures in place. I'd probably rent a house and own a car. I'd take the chance to travel and explore new places. One of the best things in my life then would be me being able to take care of my dad. I see it as a way to finally let my dad retire and a way to show thanks for the many things my dad has done for me as a single*

*parent. - MI, Enrolled FT, First Year, Not Employed, Female, Black, AA, 1st Generation, Day, Online, Program, 18, Living Wage Yes*

- *I would describe my life 10 years from now as successful and happy. I would be pursuing the career of being a Nail Technician from home. The best thing about my life would be having kids and being able to stay home with the kids while working to support them. - MS, First Year, Enrolled FT, Not Employed, Hispanic/Latinx, AAT, Not 1st Gen, Day, Hybrid, Program, Female, 18, Living Wage No*

### **What does this mean for RCC?**

There may be a gap in knowledge about what students can do with majors, the variation of directions they can go with various degrees/certificates.

- Improving guided pathways information regarding potential end goals could improve persistence.
- Tying coursework to skills needed to become successful entrepreneurs could also improve persistence.

## 2033 STUDENT ACTION PLANS

Students action plans primarily centered on completing their degree/certificate as well as looking after their physical and mental health.

- *I am in school working on my degree. I am taking steps to better my mental health. I am trying my hardest to be the person I want to be, and the person I would be happiest being. I focus on the positive instead of the negative. - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*
- *Steps that I am taking today is attending college to earn my degrees, work on my mental health as well as building my credit and saving up some money on the side, I believe if I stay on this path and be consistent, I will reach my goals. - MI, First Year, Enrolled PT, Employed FT, Male, White, AA, 1st Generation, Day, Evening, Online, No Program, 22, Living Wage No*
- *I am trying very hard in school in order to make sure that I am stellar music teacher. I am also trying to look after my health so that nothing catches me off guard in these next 10 years - MN, First Year, Enrolled FT, Employed PT, Male, Hispanic/Latinx, AAT, Not 1st Gen, Day, Evening, Hybrid, Program, 18, Living Wage No*

Some students also identify the importance of building up their savings. Though saving money for their future is a great idea it is not a common action plan for young adults 18-25 years of age which may reflect the undue financial strain many students and their families are under.

- *Working towards my degree in Computer Science and dating the love of my life. I am working while attending school and saving to set up my future self. - MN, First Year, Enrolled FT, Not Employed, Male, White, AAT, 1st Generation, Day, Hybrid, Program, 19, Living Wage Yes*
- *I am enrolled in college looking to transfer to the RCC Cosmetology program by Fall of 2023 in order to acquire more knowledge of the career I want to pursue. I am currently saving money and working on being responsible with my spending in order to be able to have a down payment for a house in the future. - ME, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Female, AAT, Not 1st Gen, Day, Hybrid, Program, 18, Living Wage No*

## LIMITED GUIDED PATHWAYS SUPPORT

The few RCC students “in the know” have overwhelmingly positive experiences. Sadly, these students are the exception, not the norm.

- *I must say that RCC really takes care of their students, I feel that they really try to have their students succeed by offering tutoring, mentoring, mental health services, and they even have weekly food banks for people who need it. I receive emails so often reminding me that these services are available. and really make it approachable, I haven't used any of them yet, but I would imagine they are so helpful for many students that take advantage of them. In answering your question, I have nothing I can think of that they do not offer. - MI, First Year, Enrolled PT, Employed PT, Female, White, AA, Not 1st Gen, Day, Hybrid, Program, 57, Living Wage Yes*

Students recommend removing the gatekeepers to the information they need to plot their path to success including easily accessible self-serve information on degree/career requirements.

- *You should be able to just get a simplified list of classes you need to take. You should not have to talk to a counselor, or make an appt. You should be able to click on the degree or certificate you want, and it pulls up a list of classes that count towards that degree. It should not be complicated or hard to find. - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*

Improved course descriptions that allow students to make informed decisions.

- *Hello! yes, well, the information to details I would often see would sort of be similar of one math course to another math course, different math subjects but the details sounded the same. what I thought of was a little more detail of the course itself. - MS, Ongoing, Enrolled PT, Employed PT, Hispanic/Latinx, Male, Transfer, 1st Generation, Evening, Hybrid, Program, 20, Living Wage No*

Clear identification of alternate course options that meet requirements.

- *Knowing the different alternative classes, you can take for now specific class if that makes any sense. - MI, Ongoing, Enrolled FT, Not Employed, Female, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*

## TUTORING SERVICES

Most students know, or assume, all RCC Tutoring Services are free for all students, though there is a small group (less than 1-in-5) who believe there are associated fees.

### RCC Tutoring Services Users

Of those who have used RCC Tutoring Services, most have had very positive experiences.

- *My experience with tutoring services has been great because, during my tutoring session, the tutor usually works with me to pinpoint areas where I'm having difficulty. They provide explanations and examples to help me better understand the concepts, and they assist me with homework and preparing for exams. They offer me study strategies and tips that I can use outside of our sessions. All of this support has been incredibly helpful in improving my understanding of the subject and my overall performance. - MS, First Year, Enrolled FT, Not Employed, Male, Hispanic/Latinx, AAT, Not 1st Gen, Day, Online, Program, 19, Living Wage No*
- *It was great, smooth and easy to understand my material I was having trouble with right after! - MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*
- *I like them because they have a lot of different times I can go and on very busy weeks I can attend via zoom. - MS, First Year, Enrolled PT, Not Employed, Female, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 21, Living Wage No*

Those who have had negative experiences reference the difficulty of scheduling with their course(s) or with tutors no-showing.

- *The tutoring experience I went to seek help was okay since one of the tutors who helped me out was wonderful, but he believed I understood some of the procedure and sometimes it may be tough obtaining a tutor on the day you require tutoring for some of the courses. - MS, First Year, Enrolled FT, Employed PT, Male, Black, AAT, 1st Generation, Day, Hybrid, Program, 26, Living Wage No*
- *My experience was pretty mediocre involving the school's music tutoring, they only have one tutor and he's a pretty busy person. So, it's hard to get a hold of him. - MI, First Year, Enrolled PT, Employed PT, Female, Black, AAT, 1st Generation, Day, Evening, Hybrid, Program, 20, Living Wage No*
- *The math tutor specific to my math class never showed up to the Tutoring at the math center so I left. It was kind of a letdown cause the one time I tried to use the service I didn't get to use it. - MN, First Year, Enrolled FT, Employed PT,*



*Hispanic/Latinx, Male, AAT, Not 1st Gen, Day, Evening, In-person, Program, 19, Living Wage No*

### **RCC Tutoring Services Non-Users**

Those primary reason students give for not using tutoring is they believe they do not need it.

- *I have not needed it yet - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*
- *I have not needed tutoring, but I would attend them if I were to struggle with a subject. - MI, Ongoing, Enrolled FT, Not Employed, Female, Hispanic/Latinx, AAT, Not 1st Gen, Day, Online, No Program, 22, Living Wage No*

Some students do not schedule tutoring because of time conflicts.

- *I do find myself navigating difficult courses well. Also, I do not have a lot of time on my hand to go to tutoring outside classes. I usually have group studies with my classmates or come talk to the professors directly. - MS, Ongoing, Enrolled FT, Employed PT, Female, Asian, AAT, 1st Generation, Day, Hybrid, Program, 21, Living Wage No*
- *I take my own notes and after class I have to drive home to look forward to and an hour nap then head to work I don't have much extra time to sit and be tutored when it's my responsibility to take notes and study them. - MI, First Year, Enrolled FT, Employed FT, Female, Hispanic/Latinx, CTE, 1st Generation, Day, Evening, In-person, Program, 25, Living Wage No*

### **What does this mean for RCC?**

While most students know Tutoring Services are free, it is important to reinforce this information through multiple communications so that students make use of the services when they need them.

## FEELINGS AROUND MATH

Most students expressed negative feelings around Math at RCC. Even students who successfully completed their math requirements included stressful imagery.

- *I choose pictures of sadness, anger and confusion cause that is how I felt through my experience with math class - MS, Ongoing, Enrolled FT, Employed PT, Female, Hispanic/Latinx, CTE, 1st Generation, Evening, Hybrid, No Program, 23, Living Wage Yes*
- *I took three math classes and did pass with high grades. However, all of them do have a lot of confusing concepts. We usually have a lot of homework every day. I usually have to stay up late to finish all of the homework. It can be very frustrating sometimes because the homework would be a lot harder than the lecture. Textbooks are also very expensive because the professors often need students to pay for online homework which can go up to \$100 - MS, Ongoing, Enrolled FT, Employed PT, Female, Asian, AAT, 1st Generation, Day, Hybrid, Program, 21, Living Wage No*
- *I chose the first image to explain what math course I took, statistics. The second image is the way I felt throughout the course. I felt stressed and nervous that I wasn't understanding anything. The third image is to symbolize that I took the course online, which I do not recommend because it was really just me, a computer, and a book to teach myself as the teacher did not interact or help much. The last two images are to show how it always felt like time dragged on and my grade wasn't improving. Even when I did really good on an assignment my grade did not change by much. Overall, would not take another math course online and would not recommend to anyone to take it online. - MS, First Year, Enrolled PT, Not Employed, Female, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 21, Living Wage No*

An exception were the students who went through the summer math program who expressed positive feelings around RCC Math.

- *I think I want to be hyperbolic (in both of their meanings; I love homophones Hehe) here and say that my math experience at RCC has made my closet look like this. I did horrible at math in high school and almost didn't believe in myself as a chemistry major because of it. I've now gone through all of calculus and become a math tutor. I love math now! - MS, Ongoing, Enrolled FT, Employed PT, Non-Binary, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*

## FINDING AND ENROLLING IN MATH

Students who have successfully enrolled and completed their math requirements say **improving course descriptions** and having math **courses more readily available** are the key to improving the student experience in finding, enrolling, and successfully completing math.

- *there is only one thing I do think should be improved, which is the details for the course. - MS, Ongoing, Enrolled PT, Employed PT, Hispanic/Latinx, Male, Transfer, 1st Generation, Evening, Hybrid, Program, 20, Living Wage No*
- *I believe that to improve the experience for finding and enrolling in suitable math courses is to provide more detailed and precise descriptions of the math courses offered, including the topics covered, the level of difficulty, and any prerequisites required. This would help students make more informed decisions about which classes to take. I believe that improving the experience for finding and enrolling in a suitable math class is important because it can help students be more successful in their academic careers. By enrolling in appropriately challenging courses, students can build confidence and competence in Math, which can translate to success in other academic areas and their careers. - MS, First Year, Enrolled FT, Not Employed, Male, Hispanic/Latinx, AAT, Not 1st Gen, Day, Online, Program, 19, Living Wage No*
- *I would take a survey every semester of all of the student's planned courses for the future to help decide how many sessions of a single course to provide each semester based on interest. I am of the understanding that certain courses are only taught in certain semesters, for example MAT-1B (CALCULUS II) is taught more so in the spring semester, and that can really be hard for students to make a plan if the classes they need to graduate are not offered every semester. In short, I would make more classes available no matter the semester. - MS, Ongoing, Enrolled FT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 19, Living Wage Yes*

## IMPROVING MATH EXPERIENCE

Students currently enrolled, and those who have failed math, say instructors are the key to improving the student experience. They believe instructors should:

- Create a safe environment for asking questions,
- Make collaboration a part of the course, and
- Remember that not all students have the same resources available to them.
- *Maybe explain the math in a way that totally doesn't leave you thinking what happened or what or how. Print out the homework and pass it out. When the math work is online there isn't an easy way to scribble down on the assignment "for me because I don't have an iPad" then turn in the image with all the scribbles on it. - MN, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Male, AAT, Not 1st Gen, Day, Evening, In-person, Program, 19, Living Wage No*
- *I would just add a little more time for collaboration and a little more homework help. My teacher does help occasionally and gives us some group work, but she likes to get her lecture done and make sure it gets done. - MN, First Year, Enrolled FT, Not Employed, Male, White, AAT, 1st Generation, Day, Hybrid, Program, 19, Living Wage Yes*
- *For me having a professor that is interactive with the class is a big help. allows for me to want to ask questions while also creating a safe relationship. - MN, Ongoing, Enrolled PT, Employed PT, Male, Black, Transfer, 1st Generation, Day, In-person, Program, 20, Living Wage No*

Students who have failed also recommend finding the “right” instructor.

- *I don't know off the top of my head how I could improve individuals' experience. But as of right now what has helped me get the best experience for enrolling in the correct math course is getting onto ratemyprofessor and luckily that has helped me choose the correct professor. Because that website gives students the opportunity to be able to choose the correct professor for them. - MN, Ongoing, Enrolled PT, Employed PT, Female, Hispanic/Latinx, AA, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*
- *I would look for a teacher with a smaller classroom - MN, Ongoing, Enrolled PT, Homemaker, Gender Fluid, Hispanic/Latinx, AA, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*

## MATH SUPPORT SERVICES

Students who participated in Math Support Services had varying experiences from very positive to very negative.

- *Helpful it was very useful for me, and it **helped me pass my class** - MS, Ongoing, Enrolled FT, Employed PT, Female, Hispanic/Latinx, CTE, 1st Generation, Evening, Hybrid, No Program, 23, Living Wage Yes*

*Those who failed Math were more likely to indicate a very negative experience with Math Support Services.*

- *Well, it was a forced requisite class that I had to take along with the main class. It **wasn't a supporting class**, more like its own separate class that felt unnecessary and along with the class included double the homework, double the tests, and a longer class overall. **Learning 2 different things at the same time didn't help** because one half was newer material we haven't learned, and the other half was material math material previously taught which was just a touching up of older material. - MN, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Male, AAT, Not 1st Gen, Day, Evening, In-person, Program, 19, Living Wage No*
- *Well, I had math support with the same teacher I had for a math course, honestly I forgot what math course I took but will Never forget the professor. She has a huge impact on me, and it was not a positive one. So, I would say my experience with math support was **extremely negative**. - MN, Ongoing, Enrolled PT, Employed PT, Female, Hispanic/Latinx, AA, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*

## WHY MATH MATTERS (OR DOESN'T)

Many students believe math is essential knowledge for managing their finances and developing critical thinking skills.

- *Math is essential to life in my opinion. Math helps develop problem solving skills, a better understanding of society around us. It's also used in many careers like nursing, any data analyst job, carpenter, construction, etc. - MI, Ongoing, Enrolled FT, Not Employed, Female, Black, AAT, Not 1st Gen, Day, Hybrid, Program, 23, Living Wage No*
- *I chose the picture from the bottom because math can be a bit of everything rewarding, challenging, etc. The one in the middle is that I've had a good experience. The one on top is that math ties in with many different subjects, so it is good to learn it. The one on the right means that often math can be a complex subject. Finally, the one on the left means that it will make you think a lot and help you expand your knowledge. - MS, First Year, Enrolled FT, Not Employed, Male, Hispanic/Latinx, AAT, Not 1st Gen, Day, Online, Program, 19, Living Wage No*

Some students do not understand why they need to complete math if it is not directly related to their major.

- *I dislike it but also feel meh towards it, I feel like it should depend on the major that you are taking, I dislike it because I was taking math for 4 years in high school and was never really a fan of it. I feel like some people shouldn't have to take math if it does not apply to the major, they have. - MI, First Year, Enrolled FT, Not Employed, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 19, Living Wage No*
- *math is confusing, and more often than not, useless - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*

## COMPLETING TRANSFER-LEVEL MATH IN 1ST YEAR

Most students were unaware that completing transfer-level math in their first year would have increased their chances of passing math on the first try and to transferring to a 4-year university.

Students who successfully completed math recommend:

- Informing students, the benefits of completing transfer-level math in their first year,
- Updating course descriptions so students know which courses would be better for them, and
- Make it easier for first-year students to enroll in math courses.

Students who failed math agree with students who successfully completed math but add the importance of instructors considering different learning styles and resources available to their students.

- *Knowing that it is just that would be encouragement for me enough. Maybe a little more hype about it to bring more attention to it. - MS, Ongoing, Enrolled PT, Employed PT, Hispanic/Latinx, Male, Transfer, 1st Generation, Evening, Hybrid, Program, 20, Living Wage No*
- *Honestly for me just hearing this [benefits of completing math in 1st year] encourages me to want to complete my transfer-level math in my first year. But if I had to say more things that would encourage me it would knowing what math course I need to take and what professors I think are best for me. - MS, First Year, Enrolled FT, Not Employed, Hispanic/Latinx, AAT, Not 1st Gen, Day, Hybrid, Program, Female, 18, Living Wage No*
- *One idea I have would be to offer priority registration for math classes for those who commit to taking their transfer level math in their first year, or possibly for these students' full course load. - MS, Ongoing, Enrolled FT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 19, Living Wage Yes*
- *I think it would take being told these facts because people do not want to take math and I do not blame them. I think if you tell them and that they aware on how they can get math out of the way early in their first year as well as be statistically more successful. - MN, First Year, Enrolled FT, Not Employed, Male, White, AAT, 1st Generation, Day, Hybrid, Program, 19, Living Wage Yes*
- *more flexible class times. its either late in the afternoon during work hours, or too early clashing with other classes. This is a common situation that I believe is a big*

*factor in completing math in the first year - MN, Ongoing, Enrolled PT, Employed PT, Male, Black, Transfer, 1st Generation, Day, In-person, Program, 20, Living Wage No*

- *Honestly a good teacher that assigns reasonable assignments is what would get me to enroll in a transfer-level math. I genuinely dislike when teachers give out assignments that involve copying something. Majority of students do not learn this way and it is genuinely just a hassle to copy something. You are more worried about copying something down rather than looking at it and trying to understand it. Also, teachers that know how to make learning a captivating experience. You will remember so many things based of the things they have said, and it becomes a lot simpler. It all just comes down to the teacher when I take a class because there are so many teachers out there that take shortcuts and I dislike that. I could learn anything with a captivating teacher. - MN, First Year, Enrolled FT, Employed PT, Male, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, No Program, 18, Living Wage Yes*
- *I would offer more resources and details about the teachers' teaching styles so students pick what is best for them - MN, Ongoing, Enrolled PT, Homemaker, Gender Fluid, Hispanic/Latinx, AA, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*

Student who participated in the summer math program said the incentive provided was enough to get them to complete math in their first year.

- *I think the Summer Math Institute incentivized students to take math classes in the summer. Receiving extra money for taking a Trigonometry class in the summer was awesome because it allowed me to complete my math courses earlier. If another program like this was implemented this summer to motivate students to take math, I think it would be a program I'd have joined. - MS, Ongoing, Enrolled FT, Employed PT, Non-Binary, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*
- *The Summer Math Institute should be promoted to more students, and they should offer more math classes for the program. If it were not for that program, I would have waited to take my math class until my last semester at the college. Instead, I took my math class the summer after my first year at the college. The incentive helped push me to take the class and get it over with. - MS, Ongoing, Enrolled FT, Employed PT, Hispanic/Latinx, Female, AAT, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*

### **What does this mean for RCC?**

Communication modes/timings are inconsistent with student cognitive processing leaving many students unaware of benefits. RCC needs to consider current



modes/timing of communications to make them more inclusive of their student population.

- *During these 3 days [of the study], I have learned a lot from what was being said about RCC and now know more of what is available to students here. - MI, First Year, Enrolled PT, Not Employed, Male, White, CTE, Not 1st Gen, Day, Hybrid, No Program, 26, Living Wage No*

## ACADEMIC ENGAGEMENT CENTERS

Most students are unaware of the Academic Engagement Centers or their purpose.

- *I would think they are seeking programs to help them engage in their academics. Programs to help them feel more involved. I honestly have no idea where someone would go for that though. - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*
- *I don't know - MN, Ongoing, Enrolled PT, Homemaker, Gender Fluid, Hispanic/Latinx, AA, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*

The few students who are aware of the Academic Engagement Centers, all describe positive experiences, and all but one of the aware students was male.

- *I enjoy my time there, and feel welcome, specifically in the STEM engagement centers. I have gone in a few times to get help with my homework, to talk about the pathway I have chosen for my classes, etc. - MS, Ongoing, Enrolled FT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 19, Living Wage Yes*
- *I went to the engagement center to get tutoring on a programming assignment, and I get help right away. They knew exactly what I was doing wrong and help me fix it. - MI, Ongoing, Enrolled FT, Employed FT, White, Male, AA, 1st Generation, Day, Hybrid, Program, 19, Living Wage No*
- *My experience with Academic Engagement Centers such as the CCC, CCE, STEM, and MLC was positive; tutors were eager to assist anytime a student became disoriented. - MS, First Year, Enrolled FT, Employed PT, Male, Black, AAT, 1st Generation, Day, Hybrid, Program, 26, Living Wage No*

### What does this mean for RCC?

- Though the Academic Engagement Experience is positive, the communications to make students aware of Academic Engagement Centers is not reaching students en masse.
- Male student awareness may be a result of an intervention (by programs/ counselors) targeting male students that has been effective.
- Recommend using student recommendation for communicating extracurriculars via multiple-simultaneous communications on social media, website, all-inclusive calendar, and email newsletter.

## STUDENT SERVICES

When it comes to knowing how and where to go to find the student services they need, about half the students indicate, *“I can find what I need, but it isn’t always easy.”* The remainder are split between *“easy to find”*, *“cannot always find”*, *“not certain what services exist”*, and *“have not looked for support services”*.

### Services students would like to see (or see improved)

Most of the services students would like to see improved center around scheduling, availability, and mode of support.

#### Academic Counseling

- *The Counseling Center, it’s always complicated for me to get into contact with a counselor. - MI, Ongoing, Enrolled PT, Not Employed, Female, Black, AA, 1st Generation, Day, Evening, Online, Program, 19, Living Wage No*
- *Counseling is something I wish was a lot easier to get. Usually if you want to have a guaranteed appointment with a counselor, you can stay up until 12 am and get an appointment at any of the times provided. Before this though you have to find your major and some of them are mixed around so it’s a little annoying to find them. The website isn’t exactly the most intuitive, but I guess it gets the job done - MN, First Year, Enrolled FT, Employed PT, Male, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, No Program, 18, Living Wage Yes*

#### Basic Needs Support

- *More events relating food banks, with different hours of operation so everyone can benefit from it, it’s so hard to be able to afford groceries. Example: I wanted to go to the previous ones, but I couldn’t, I can’t miss work, if I miss work I get fired and it’ll be worse. 1 meal a day will turn into no meal a day - MI, First Year, Enrolled PT, Employed FT, Male, White, AA, 1st Generation, Day, Evening, Online, No Program, 22, Living Wage No*
- *...provide financial aid to international students, like scholarships, help with groceries and gas. - MS, Ongoing, Enrolled FT, Employed PT, Female, Hispanic/Latinx, CTE, 1st Generation, Evening, Hybrid, No Program, 23, Living Wage Yes*
- *I am not entirely sure of all the services RCC offers but more support like how they have their food pantry but for clothes, gas money, and even help with the buses. I have had many problems using the bus for free and ultimately end up paying for what should be a free ride. In total I have probably paid around \$30 when I should*

*not have. - MS, First Year, Enrolled PT, Not Employed, Female, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 21, Living Wage No*

- *I am not sure if it counts but financial aid, assistance for people searching for jobs, community support, and housing if necessary. Most college students are adults, and the real world can be overwhelming, especially while in school. It can be difficult to manage everything that needs to be managed. - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*

### Childcare

- *Childcare open to only college students, because right now it's opened for the public which means some college students have to find care elsewhere. - MI, Ongoing, Enrolled FT, Not Employed, Hispanic/Latinx, Female, AA, 1st Generation, Day, Online, Program, 19, Living Wage No*
- *Childcare I feel in my situation I don't have a wide variety of support and I know I want to continue to pursue my education I just don't think I'll be able to do that if I can't bring my child on campus while I'm in class. I think that would be a big help in my situation. I just don't want to pick and choose whether I want to be a mother or go to school I feel like I can achieve doing both. - MI, Ongoing, Enrolled FT, Not Employed, Female, Black, AAT, Not 1st Gen, Day, Hybrid, Program, 23, Living Wage No*

### Nonacademic life counseling / mental health counseling

- *I feel like just an overall guidance counselor that doesn't have to do with anything academic. I feel like sometimes people are pressured in life especially at our age and that mental health should always be considered throughout our studies. I'm aware that RCC does have its own counselors but it would be cool to see them be more public about being able to be there for more than just a college guidance counselor. Not saying they aren't already doing a great job already! - MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*

### **Students recommend improving communications around existing services including mental health counseling, basic needs support, childcare, and work-study.**

- *Health services, employment of students and recreational activities are some of nonacademic services I think would be beneficial for students. I think the counseling service is helpful for students academic performance. It supports effective social relationship between students and improve self-confidence. - ME, First Year, Enrolled FT, Employed FT, Female, Asian, AAT, 1st Generation, Day, Hybrid, Program, 25, Living Wage No*

- *I think RCC could provide better food services. I know that RCC has a food pantry that gives out free food but nobody knows about it and I've heard several times that they're just randomly giving away boxes of food and snacks because "they'll go bad" and "nobody takes them", which shows that they could be organized better. - MS, Ongoing, Enrolled FT, Homemaker, Female, White, AAT, Not 1st Gen, Day, Hybrid, Program, 21, Living Wage Yes*
- *I also forgot to include jobs for students. It has been pretty hard to find an on campus job and I think that should be made easier. - MS, First Year, Enrolled PT, Not Employed, Female, Hispanic/Latinx, AAT, 1st Generation, Day, Hybrid, No Program, 21, Living Wage No*

## DROPPING CLASSES

Students drop classes for different reasons, independent of course mode, enrollment status, race, age, gender, or any other demographics collected. Instructors were the most common reason for drops, including poor instruction, non-response to questions and emails, and lack of empathy.

- *I had a critical thinking class where the teacher just made it almost impossible to pass. She never responded to emails, would not answer questions about the materials, never gave breaks even when they were desperately needed. She was just doing the absolute bare minimum and it was difficult to get a passing grade - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*
- *-professor was too harsh of a grader and didn't let me make up a quiz that I missed due to being sick -professor was unorganized or didn't teach all the material - MI, First Year, Enrolled FT, Employed PT, Female, Hispanic/Latinx, Transfer, 1st Generation, Day, Hybrid, Program, 18, Living Wage Yes*
- *Well last fall semester I actually dropped out of a math class I was in. Reason 1 being that the professor literally did not know how to teach! she made it so difficult to learn the class material and I began to stress out and 2 reason being that I switched my major and no longer needed that that but was told it would be better for me to just finish and receive the credits. But with that professor It was impossible for me to do so. - MN, Ongoing, Enrolled PT, Employed PT, Female, Hispanic/Latinx, AA, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*

Some students drop because of the course difficulty.

- *Introduction to Business, I had a very hard time even though I passed with a C. The course was only 2 months which made it have a very fast pace that I struggled to keep up. - ME, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Female, AAT, Not 1st Gen, Day, Hybrid, Program, 18, Living Wage No*
- *What made me consider to drop a course was the difficulty. I didn't know if I was ready enough to take that class or that I was going to have prioritize another or that specific course. - MI, Ongoing, Enrolled FT, Not Employed, Female, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*

Some drop because they needed to support themselves and their families.

- *If I felt like the load would've been too much for that semester, especially if I was working a lot during the time. - MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*

## Decreasing Course Drops

No matter the reason for the drop, all students say instructors are the key to avoiding course drops.

- *That the teacher showed more humanity and sympathy towards students. - ME, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Female, AAT, Not 1st Gen, Day, Hybrid, Program, 18, Living Wage No*
- *If the teacher would have actually went through the lessons instead of making us work in groups to figure out the lessons for ourselves then I would have stayed in the class. I work better when the teacher goes through a lesson with the student and then I would be able to work in a group after seeing the teacher going through a problem first. I was not the only one confused in this class and every time I got into my group my classmates weren't able to understand the topic either. - MS, First Year, Enrolled FT, Not Employed, Hispanic/Latinx, AAT, Not 1st Gen, Day, Hybrid, Program, Female, 18, Living Wage No*
- *-I would have liked opportunities to raise my grade since no matter how hard I tried, my grade was never good. Or for them to be more flexible if you need to miss class due to being ill.-If we had proper lectures I would feel like my time is not wasted and I would be more knowledgeable on the subject - MI, First Year, Enrolled FT, Employed PT, Female, Hispanic/Latinx, Transfer, 1st Generation, Day, Hybrid, Program, 18, Living Wage Yes*

## ISOLATION

While students who do not feel a sense of belonging come from all demographics, when we look at students by race, we find Black / African American students almost universally indicate they do not feel a sense of belonging at RCC.

- *I honestly feel like I just exist, I don't feel spectacularly like I belong or don't belong. It just feels as if I'm here to take steps towards my career and that's that. - ME, Ongoing, Enrolled FT, Employed PT, Female, Black, AAT, 1st Generation, Day, Hybrid, Program, 18, Living Wage No*
- *Its hit or miss. In the main campus it can feel secluded. Not saying it's not inviting, but more on the lines of it feeling weird to get used to the environment. This is completely different in the music side of RCC. It's very chill, comforting environment the minute you step in. Its feels like how a Panera feels or a bookstore. - MN, Ongoing, Enrolled PT, Employed PT, Male, Black, Transfer, 1st Generation, Day, In-person, Program, 20, Living Wage No*
- *Not really, but it's not RCCs fault. I chose to take courses online, and I understood from the start that I wouldn't get to know anyone well. - MI, Enrolled FT, First Year, Not Employed, Female, Black, AA, 1st Generation, Day, Online, Program, 18, Living Wage Yes*

Students enrolled only in online courses have the second lowest sense of belonging, though most blame their feelings on being online students.

- *In all complete honesty I would say no, and that's mostly because I don't attend in person. I feel like doing this online makes it in my head at least, a separate entity. Not something that I could really associate myself with in my head. It's more of a "oh well I take classes online here, but I don't really go here" type of thing. - MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*
- *I don't feel a sense to belonging, it's what's best around me, and I settled for it, it's giving me what I need, and I am grateful for that. - MI, First Year, Enrolled PT, Employed FT, Male*
- *I don't really feel a sense of belonging here, but that's not because the school doesn't have the right resources. I feel really independent when it comes to my studies, but I enjoy it that way. I'm not really looking to interact with many people at the moment. I could involve myself in different groups like UMOJA but I would like to save that for the upcoming Fall semester. - ME, First Year, Enrolled FT, Not Employed, Female, Black, Transfer, 1st Generation, Day, Online, No Program, 18, Living Wage Yes*

Sense of belonging (or not) was not related to student age, enrollment status, tenure at the college, living wage status, or even if they are special program members.



## Those Who Feel They Belong

Students who say they feel a sense of belonging talk about their membership in clubs, seeing students who look like them, and/or being known by name.

- *Compared to my past experience and now I would have to say that I do have a sense of belonging in RCC. I was able to join clubs, resource groups to help my transition with college easier. - MI, Ongoing, Enrolled FT, Not Employed, Female, Hispanic/Latinx, Transfer, Not 1st Gen, Day, Hybrid, Program, 19, Living Wage No*
- *I definitely feel I belong because I am seen by everyone around me in my classes and they know me and even my professors know me. I also do great in classes so I know this is the right school where I belong because I learn at the level they teach - ME, First Year, Enrolled FT, Employed PT, Female, Hispanic/Latinx, AAT, Not 1st Gen, Day, Hybrid, Program, 18, Living Wage No*
- *I think I feel some sense of belonging but it's not very strong. I like RCC a lot, mostly because of extracurriculars and the friends I've made in them but I haven't been in any classes or met anyone outside of my extracurriculars that has felt personal enough for me to feel like I passionately belong. - MI, First Year, Enrolled FT, Not Employed, Female, White, AAT, 1st Generation, Day, Evening, Hybrid, Program, 18, Living Wage No*

## How to Improve Sense of Belonging

Students recommend RCC increases interest-specific extracurricular activities, clubs, campus events along with improving communication about existing activities, clubs, events through multiple-simultaneous channels including social media, texts, online calendar with ALL activities/events/clubs and how to join, and email newsletter.

- *RCC should find better ways to advertise events other than emails. I know a lot of people don't check their emails and I'm sure there are events going on that I would be interested in but don't know about (maybe get an app or something) to fit into today's culture - ME, Ongoing, Enrolled FT, Employed PT, Female, Black, AAT, 1st Generation, Day, Hybrid, Program, 18, Living Wage No*
- *There are various things that RCC might do or improve on to make me feel more at home. For starters, RCC might provide more possibilities for students to participate in extracurricular activities. This might entail establishing new clubs and organizations that cater to various interests and hobbies. Furthermore, RCC should arrange more campus events and activities that bring students together, such as game nights, movie screenings, and talent showcases. RCC might also make students feel more at home by strengthening communication connections. More information about school events and activities might be distributed via social media platforms, email*

newsletters, or text message notifications. RCC might also build a consolidated site where students can obtain critical information about the university. Academic calendars, course timetables, and campus news are examples of such resources. Finally, RCC might concentrate on making the campus more welcoming to all students. This might involve offering resources and assistance to students from various backgrounds, such as overseas students or students with impairments. Furthermore, RCC might provide professors and staff with training on how to establish a welcoming and inclusive atmosphere for all students. Overall, RCC can make its students feel like they genuinely belong by increasing chances for interaction, enhancing communication channels, and encouraging inclusion. - MS, First Year, Enrolled FT, Employed PT, Male, Black, AAT, 1st Generation, Day, Hybrid, Program, 26, Living Wage No

- RCC can communicate more effectively with its student body to create a sense of connection and community. This can involve using social media platforms, email newsletters, and other communication channels to keep students informed and engaged. Students may feel a sense of belonging if they feel valued and respected, connect with their peers and instructors, and feel like they are part of a community that shares their interests and goals. - MS, First Year, Enrolled FT, Not Employed, Male, Hispanic/Latinx, AAT, Not 1st Gen, Day, Online, Program, 19, Living Wage No

## MENTAL HEALTH

Despite not being a topic, student desire to improve their mental health was a common theme, reinforcing the current state of mental health and the lack of awareness of existing RCC mental health support.

### Improving Nonacademic Services

- *Perhaps hire or obtain more certified therapists at the Health and Wellness department that can have time to meet with students face to face while on campus. - ME, First Year, Enrolled FT, Employed PT, Hispanic/Latinx, Female, AAT, Not 1st Gen, Day, Hybrid, Program, 18, Living Wage No*
- *I feel like just an overall guidance counselor that doesn't have to do with anything academic. I feel like sometimes people are pressured in life especially at our age and that mental health should always be considered throughout our studies. I'm aware that RCC does have its own counselors, but it would be cool to see them be more public about being able to be there for more than just a college guidance counselor. - MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*

### Increase Sense of Belonging

- *I think mental health services would be great - MI, Ongoing, Enrolled FT, Not Employed, Female, Black, AAT, Not 1st Gen, Day, Hybrid, Program, 23, Living Wage No*
- *Weekly mental health check (hey class how are you doing, what's going on, just a small chatty, would make people feel cared for) - MI, First Year, Enrolled PT, Employed FT, Male, White, AA, 1st Generation, Day, Evening, Online, No Program, 22, Living Wage No*

### 2033 Goals & Action Plans

- *I'll be money to sustain myself for sure, I'll need it in California. My life will be more stable, my mental health will also be more stable, and I'll be happier in general...- MI, Ongoing, Enrolled PT, Employed PT, Male, Hispanic/Latinx, AAT, 1st Generation, Day, Evening, Online, No Program, 20, Living Wage No*
- *Steps that I am taking today is attending college to earn my degrees, work on my mental health as well as building my credit and saving up some money on the side, I believe if I stay on this path and be consistent, I will reach my goals. - MI, First Year, Enrolled PT, Employed FT, Male, White, AA, 1st Generation, Day, Evening, Online, No Program, 22, Living Wage No*

- *I am in school working on my degree. I am taking steps to better my mental health. I am trying my hardest to be the person I want to be, and the person I would be happiest being. I focus on the positive instead of the negative. - MI, First Year, Enrolled FT, Employed FT, Female, White, AAT, 1st Generation, Day, Evening, Online, Program, 33, Living Wage No*

## WHY RCC IS, OR ISN'T, A GOOD CHOICE

Students were asked to post a video for their best friend or cousin, who is thinking about enrolling at RCC, detailing reasons they think RCC is a good choice for them, or not, and why. Best friend/cousin was used as emotional proxy for themselves to allow them to be critical without triggering a stress-response.

Overall, students recommended RCC though their recommendations came with warnings.

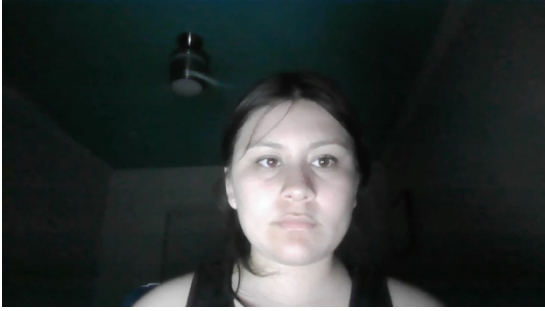
### Counselors as gatekeepers -or- guides



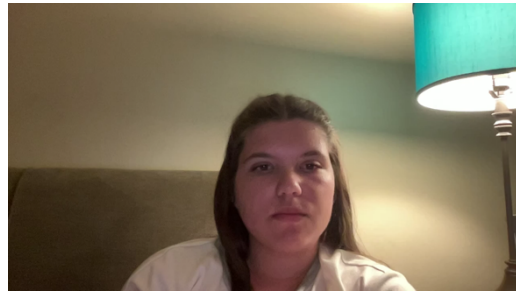
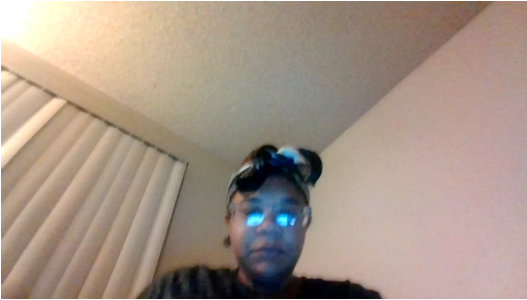
### Role of Instructors



**Must be strong self-advocates**



**Overall Positive Videos**



# DEMOGRAPHICS

Sixty students were recruited with the goal of successfully recruiting 50+ students participate. Total student participants were fifty-one (n=51).

RACE/ETHNICITY*	Count	Percent
Asian/Asian American	3	5.88%
Black/African American	10	19.61%
Hispanic/Latinx	26	50.98%
Middle Eastern	1	1.96%
White	11	21.57%
Total	51	100.00%

*\*Multi-select allowed, but none selected. Additional race/ethnicity categories not selected are excluded from table.*

GENDER	Count	Percent
Female	30	58.82%
Gender Fluid	1	1.96%
Male	19	37.25%
Non-Binary	1	1.96%
Total	51	100.00%

AGE	Count	Percent
18-19 years	27	52.94%
20-23 years	18	35.29%
24-29 years	4	7.84%
30+ years	2	3.92%
Total	51	100.00%

1 <sup>st</sup> GENERATION COLLEGE	Count	Percent
Yes	29	56.86%
No	22	43.14%
Total	51	100.00%

GOALS	Count	Percent
AA	10	19.61%
AAT	28	54.90%
CTE	4	7.84%
Transfer	7	13.73%
Uncertain	2	3.92%
Total	51	100.00%

ENROLLMENT	Count	Percent
Full-time	37	72.55%
Part-time	12	23.53%
No longer enrolled	2	3.92%
Total	51	100.00%

TENURE	Count	Percent
First-Year - First Enrolled FA22 or SU22	27	52.94%
On-going - Enrolled SP22 or Earlier	24	47.06%
Total	51	100.00%

TYPES OF COURSES	Count	Percent
In-Person	7	13.73%
Hybrid	35	68.63%
Online	9	17.65%
Total	51	100.00%

COURSE TIMES	Count	Percent
Day	49	76.56%
Evening	15	23.44%
Total	64	100.00%



PARTICIPATE IN PROGRAM**	Count	Percent
Yes	37	72.55%
No	14	27.45%
Total	51	100.00%

*\*\*Programs included Promise Program, UMOJA, La Casa, Student Athletics, CalWORKs, Honors, EOPS/CARE, Peer Mentor/Tutor, and Learning Communities (such as Rainbow, Puente, Guardian, Scholar, etc.)*

EMPLOYED	Count	Percent
Full-time	6	11.76%
Part-time	23	45.10%
Homemaker	2	3.92%
Not Employed	20	39.22%
Total	51	100.00%

LIVING WAGE***	Count	Percent
Yes	10	19.61%
No	41	80.39%
Total	51	100.00%

*\*\*\*Living Wage is calculated based on household income, location, number of adults residing in household, number and the number of children residing in the household.*