



Joint School Meeting

Student Development and Student Success & Equity

10/02/2019

Improving Student Success with Library Resources

**Dr. Edeama Onwuchekwa, Equity and Engagement
Librarian**

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**The Student Development and Student Success &
Equity Joint School Meeting
San Diego Mesa College**

Goals

Tell you what we have –
Access to the right tools

Show you what we have :
Customized Features and
Information

- How can we work
together- Partnership will
bridge the gap

Why are we doing this?



We work to support Students especially Disproportionally Impacted Students , maginalized , underrepresented students and Students of colour



To increase awareness and utilization of support services available



Equitably Serve the needs of our student and promote students success.



Promote Institutional learning Outcomes



Improve Information Literacy and Lifelong Learning Skills

Our Focus and Centre Point



This is a call for **partnership** and **collaboration** to the need to **sensitize** students on the availability of the vast resources in the library, especially the customized features.



What do we have

The logo for San Diego Mesa College Library is a dark blue rectangle. Inside, the words "SAN DIEGO MESA COLLEGE" are written in a gold, serif, all-caps font. A thin gold horizontal line is positioned directly below this text. Below the line, the word "Library" is written in a gold, serif, title-case font.

SAN DIEGO MESA COLLEGE
Library

- Spaces
- Services
- Sources



Spaces

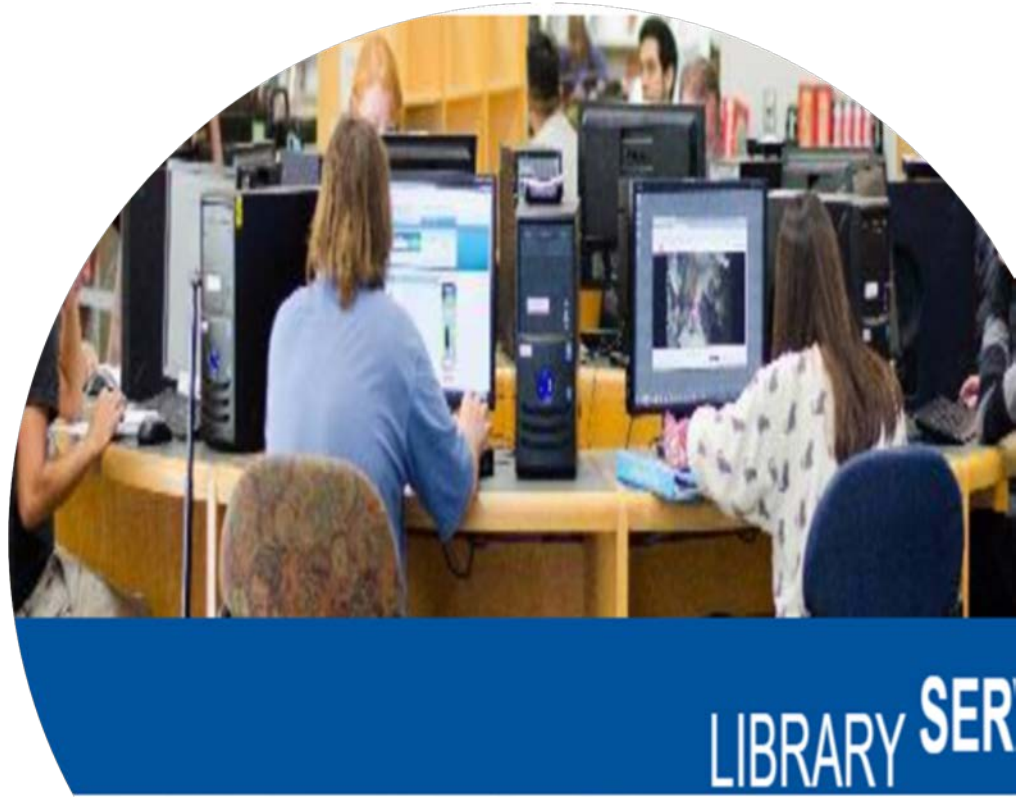
- Circulation
- Reference
- Computer spaces
- Tech Centre
- Quiet Study Spaces
- Group Discussion



EGO MESA C
Library

Services

- Ask A librarian
- Course Reserves
- Interlibrary loans
- Library Instruction
- Library Assistance
- Book Holds
- Scanning Services



Sources

- Databases
- Ebooks
- Journal and Articles
- Streaming Videos
 - Films on Demand
 - Swank

All Databases
A-Z



bit.ly/DB-AtoZ

Databases
by Subject



bit.ly/DB-Sub

Streaming Video
Databases



bit.ly/DB-Stream

Course
Reserves
(Textbooks)



bit.ly/lib_reserves

Selected Databases with special Features

- Databases:
 - Gale Power Search
 - Super Search
 - CQ Researcher
 - Opposing Viewpoints
 - Ethnic News watch
 - Gale Virtual Reference Library



Streaming Video Database

- Films on Demand: Database of thousands of educational videos on a wide variety of topics.
- Swank: Streaming video collection of feature films from major Hollywood studios



How can we
work
together :

My Role



Pop-up library Sessions/Visits



Pop up reference /Question desk at
departmental meetings and events



Share Posters



Display books/ Library resources for
awareness

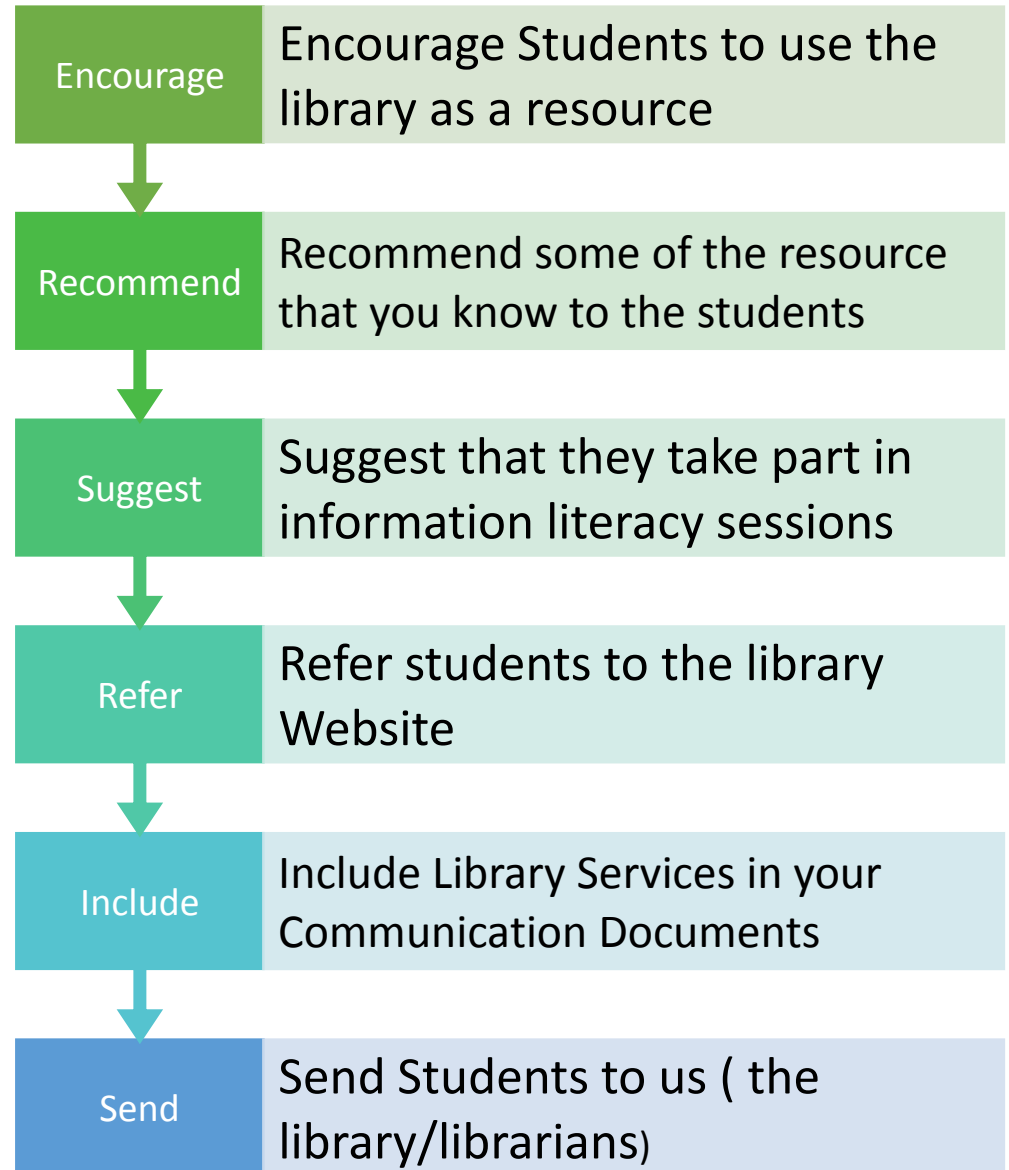


Selective Dissemination of
Information



Current Awareness Services

How can we work together : Your Role





Questions, Reflections, Comments



Who were the 2019 Scholars?

Hai Hoang





“possibly wrong & definitely incomplete”



Carnegie Foundation

@CarnegieFdn

Follow



Embracing the mantra “possibly wrong and definitely incomplete” can be key to creating a culture of improvement:



Why Mesa Scholarship?



Context



Subjects

Scholars

Applicants

Mesa population



Variables

ethnicity, gender

GPA, cumulative units

primary language, first generation

award counts, award amounts



Overall

556 students applied

171 students received awards

274 total awards - almost **\$170,000**



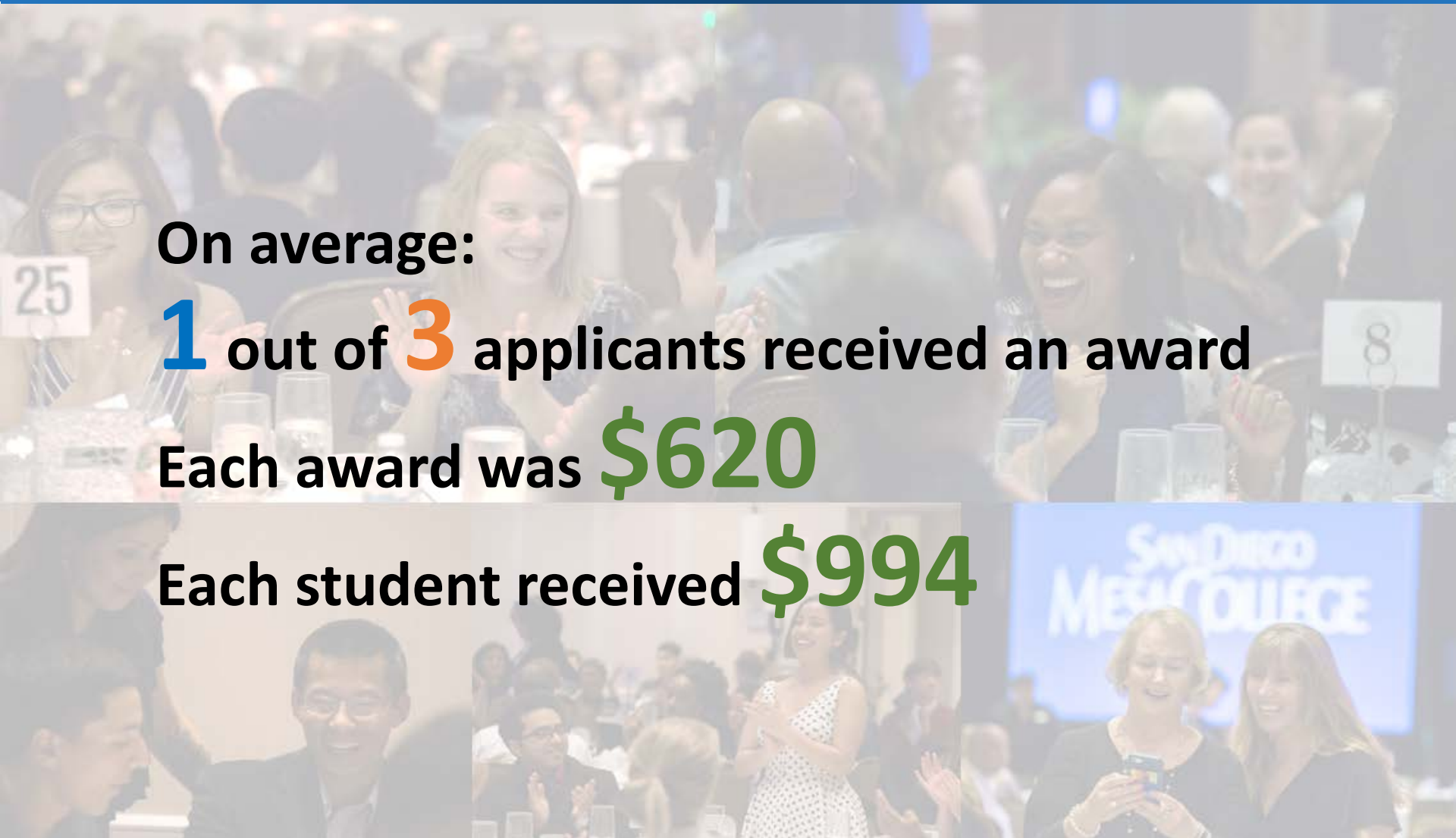
Overall

On average:

1 out of **3** applicants received an award

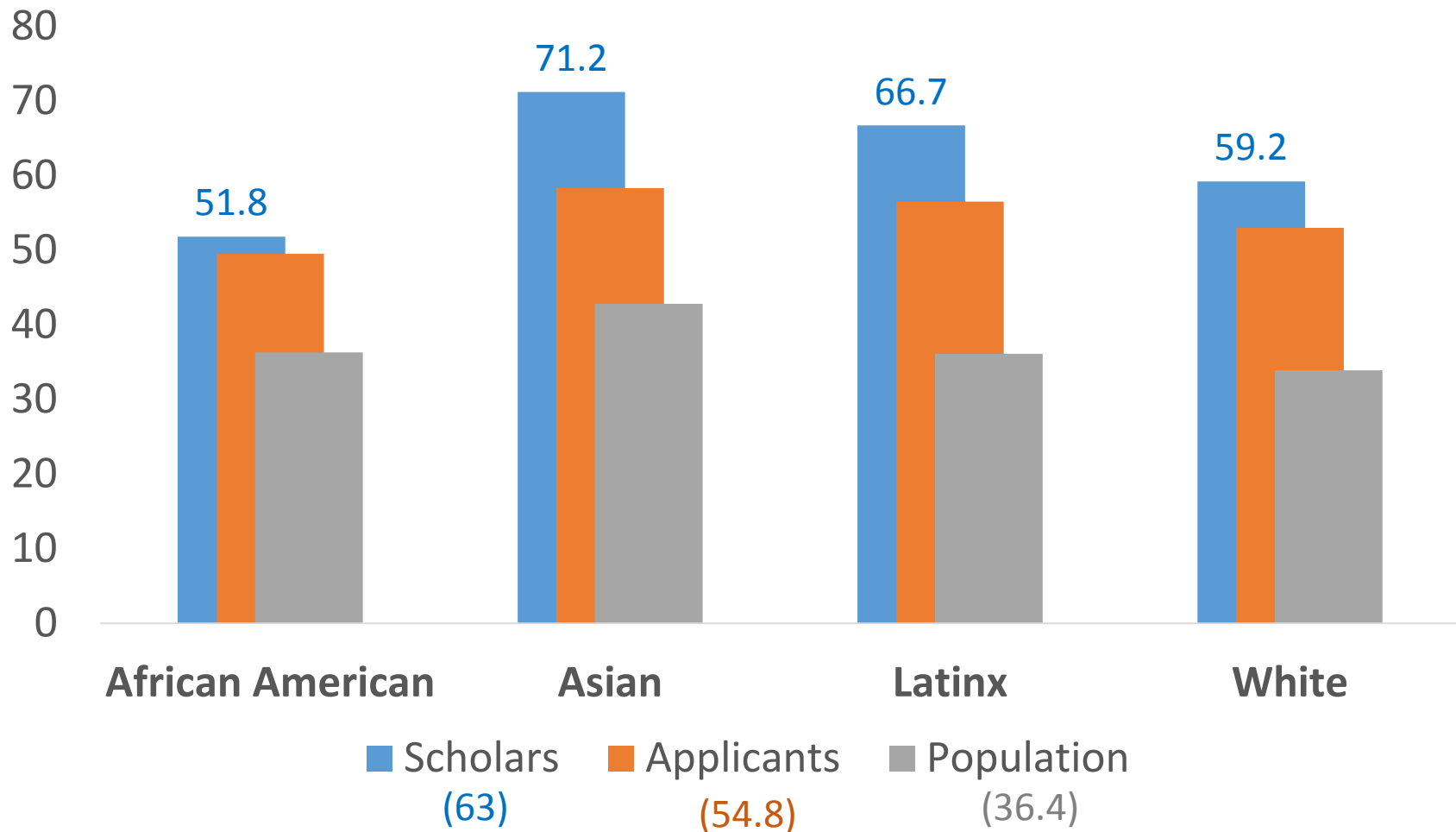
Each award was **\$620**

Each student received **\$994**



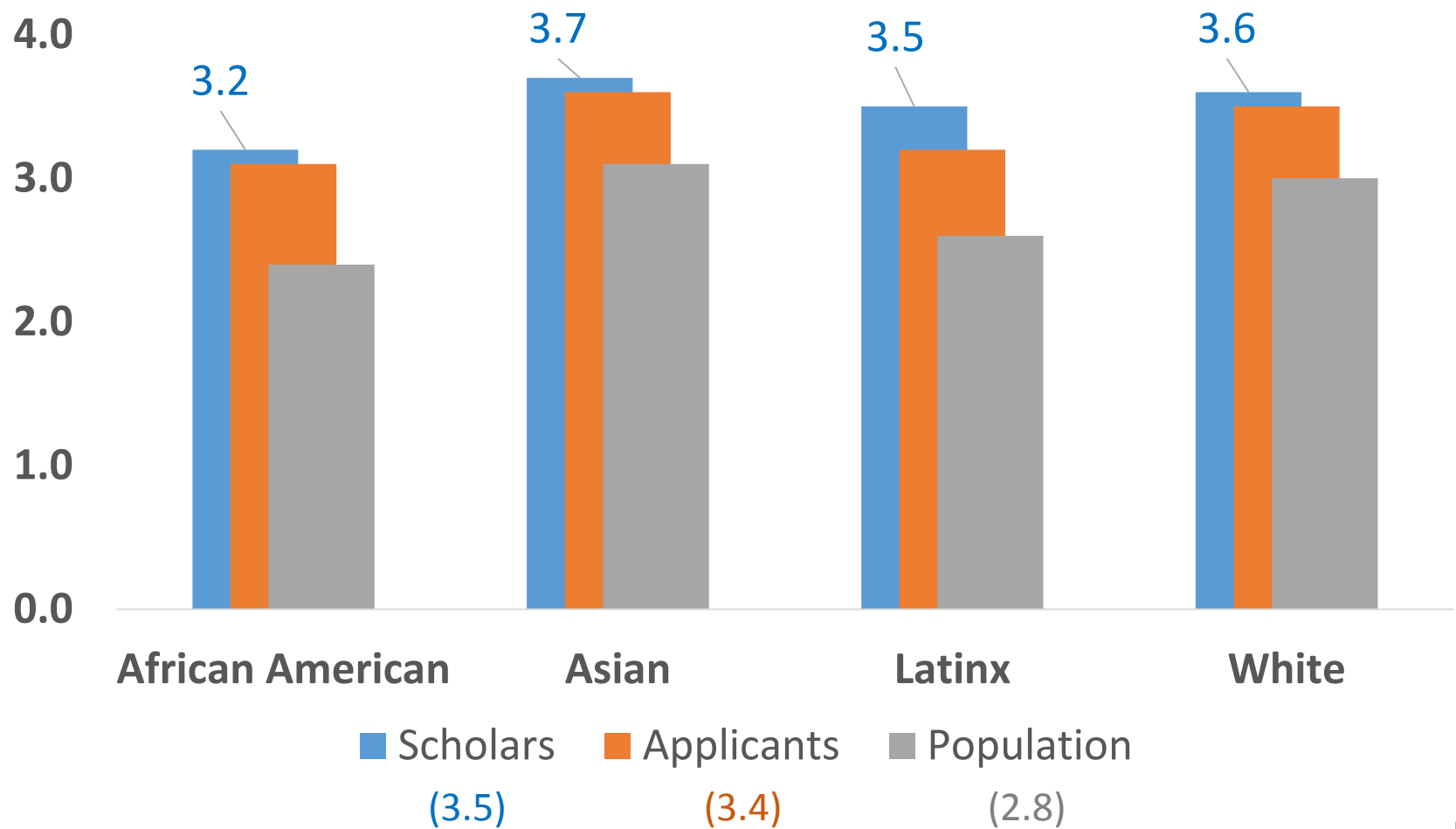


Cumulative Units



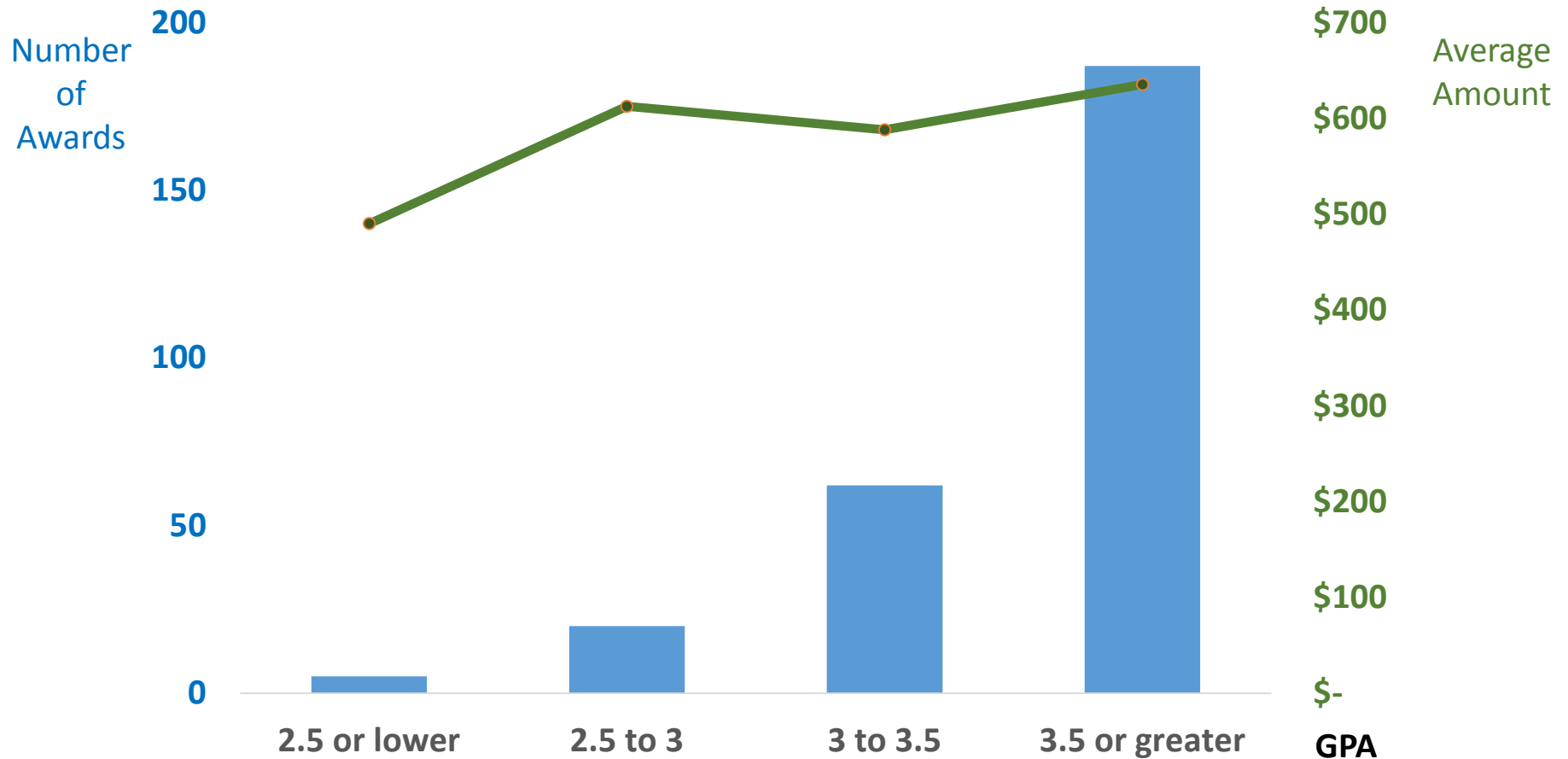


GPA





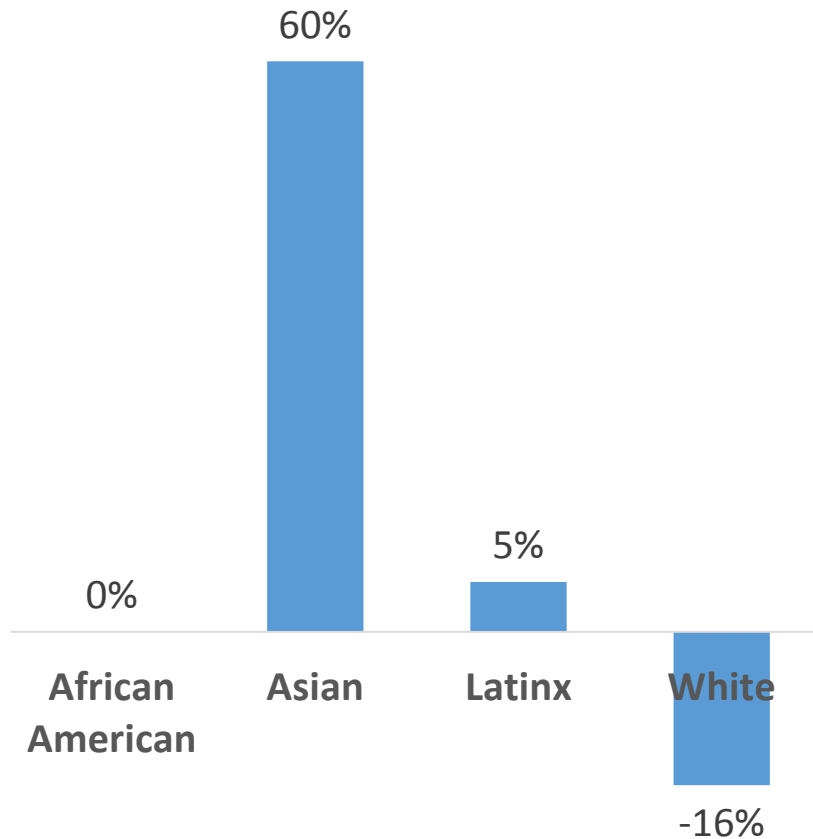
GPA, Awards, and Amount



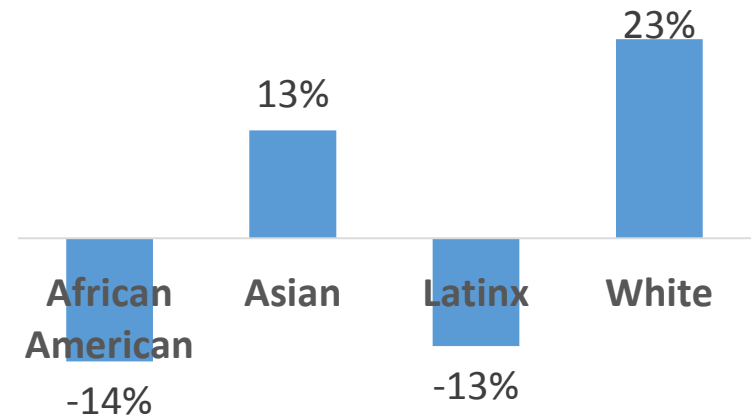


Headcount

Applicants vs. Populations (Weighted Application Rate)



Scholars vs. Applicants (Weighted Award Rate)





Headcount, Awards, and Amount

| | Headcount | Awards Received | Award Received % | Average Number of Awards |
|------------------|-----------|-----------------|------------------|--------------------------|
| African American | 11 | 14 | 5% | 1.3 |
| Asian | 31 | 54 | 20% | 1.7 |
| Latinx | 59 | 99 | 36% | 1.7 |
| White | 55 | 83 | 30% | 1.5 |

| | Headcount | Amount Received | Average Amount | % Difference to White |
|------------------|-----------|-----------------|----------------|-----------------------|
| African American | 11 | \$ 7,305 | \$ 522 | -21% |
| Asian | 31 | \$ 31,250 | \$ 579 | -12% |
| Latinx | 59 | \$ 60,245 | \$ 609 | -8% |
| White | 55 | \$ 54,640 | \$ 658 | 0% |



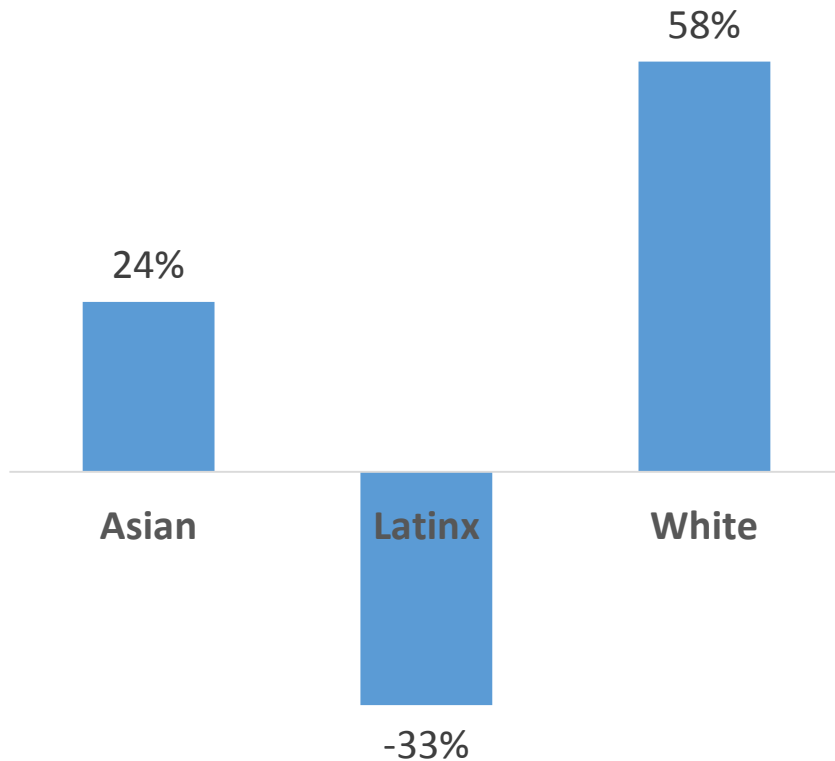
Headcount, Awards, and Amount

| | Headcount | Awards Received | Amount Received | Average Number of Awards | Average Amount |
|--------|-----------|-----------------|-----------------|-----------------------------|-------------------|
| Female | 121 | 188 | \$ 144,255 | 1.55 | \$ 608 |
| Male | 52 | 86 | \$ 55,685 | 1.72 | \$ 648 |

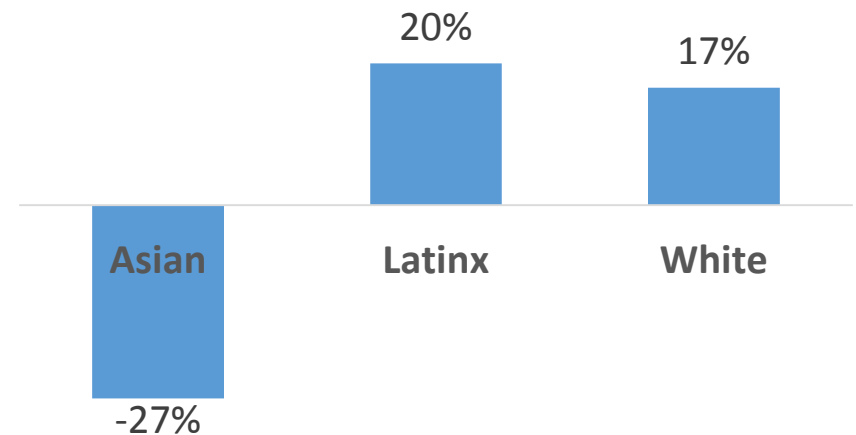


Primary Language is Not English

Applicants vs. Populations



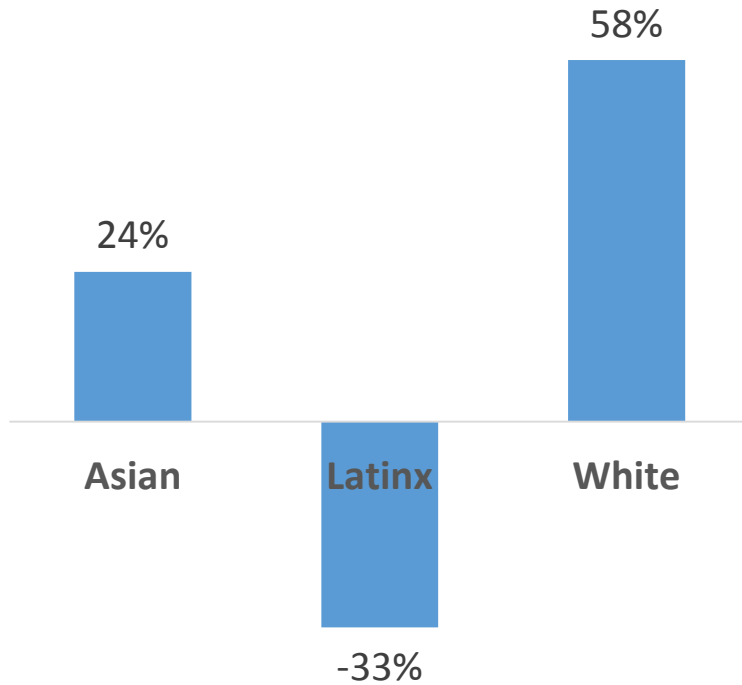
Scholars vs. Applicants



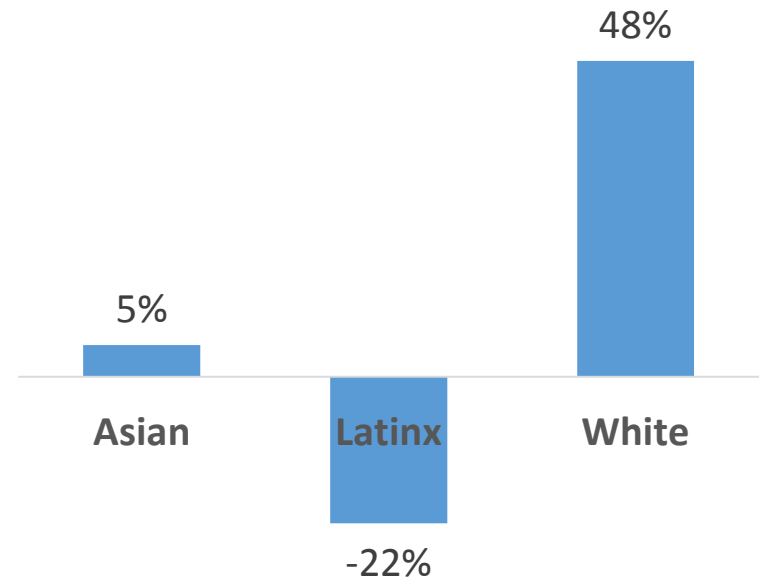


First Generation

Applicants vs. Populations



Scholars vs. Applicants





Implication

What are your takeaways?

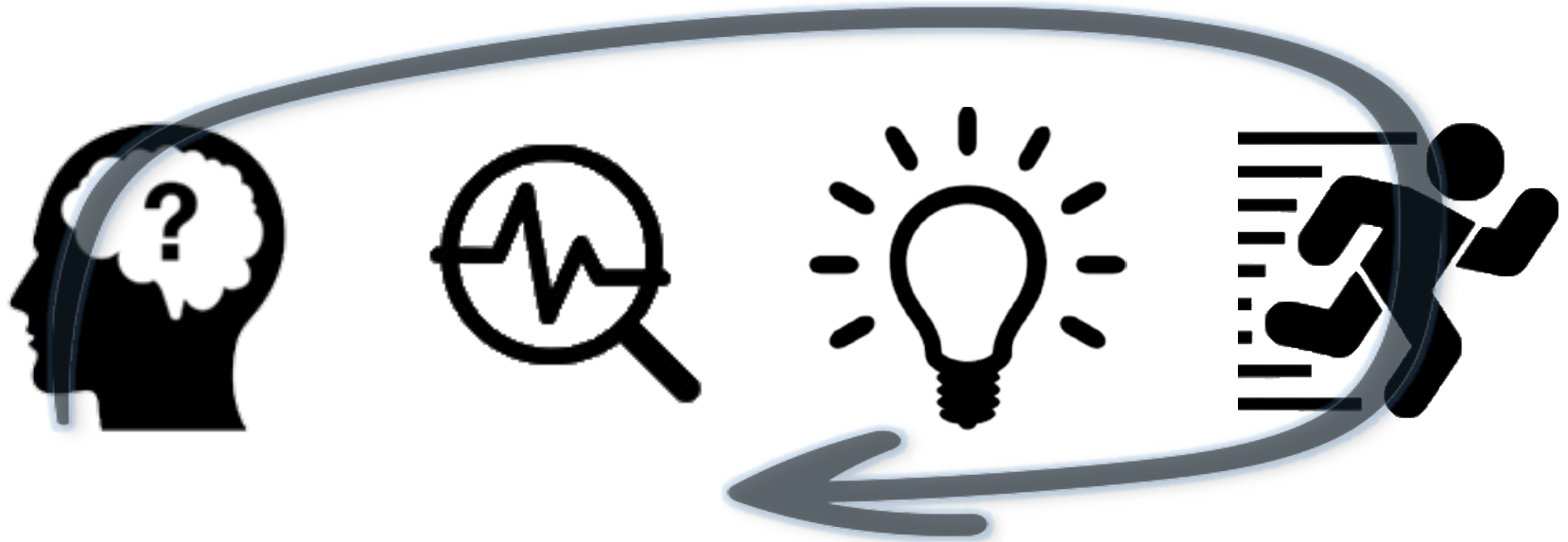
Why are we seeing these results?

How do we continue doing what we are already doing great, and how can we improve what could be better?

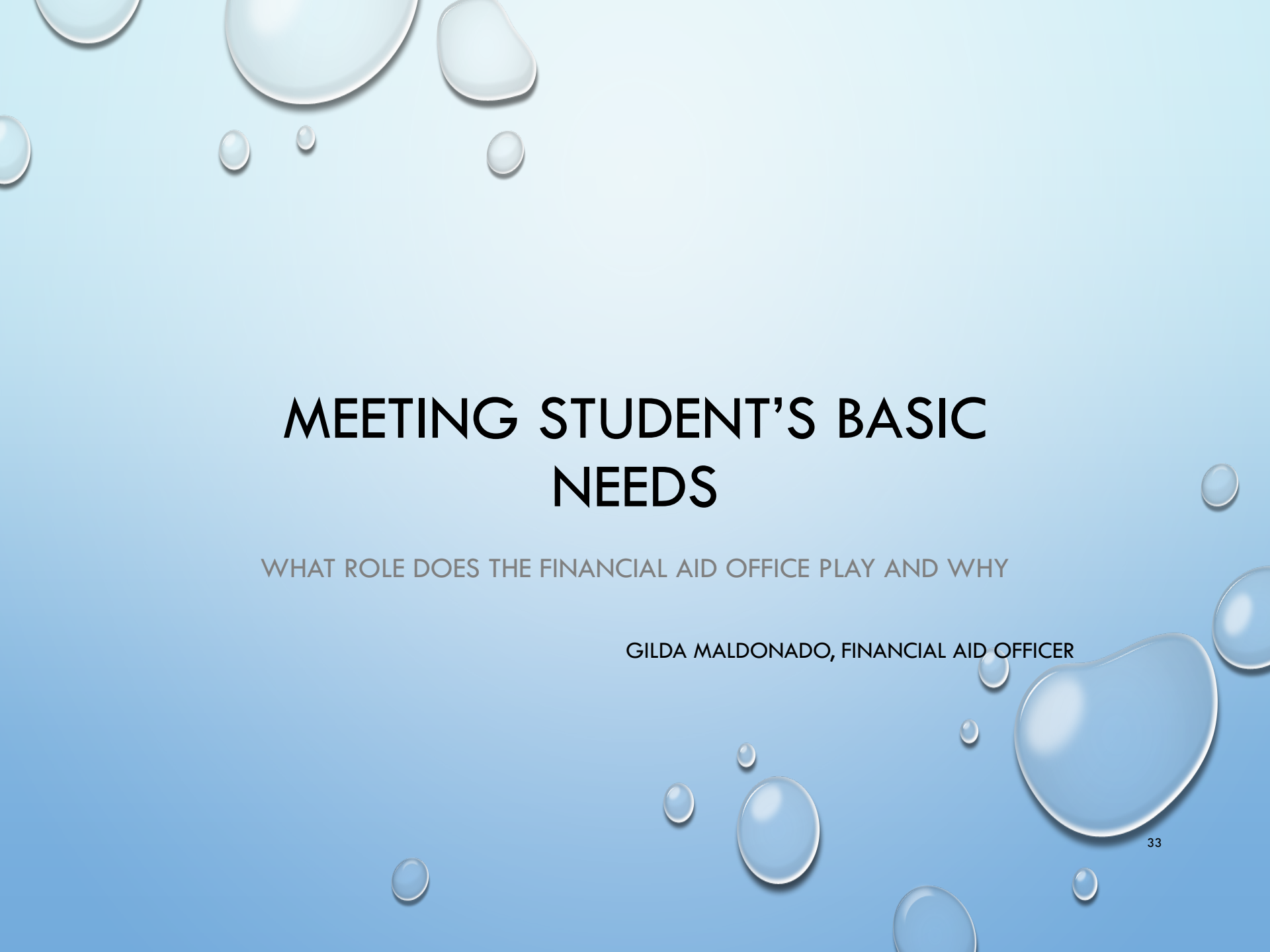




“Continuous Improvement”



hhoang001@sdccd.edu

The background of the slide is a light blue gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are at the top left, some are scattered in the middle, and a large, prominent one is on the right side. The droplets have highlights and shadows, giving them a three-dimensional appearance.

MEETING STUDENT'S BASIC NEEDS

WHAT ROLE DOES THE FINANCIAL AID OFFICE PLAY AND WHY

GILDA MALDONADO, FINANCIAL AID OFFICER

TOPICS

- **FINANCIAL AID ELIGIBILITY STRUCTURE**
 - APPLICATION , EFC AND COA (COST OF ATTENDANCE) FOR AID AWARDING
- **THE WHY, WHAT AND WHO OF COST OF ATTENDANCE**
 - WHY IS IT NEEDED?
 - WHAT ARE THE COMPONENTS?
 - WHO CAN CHANGE IT AND UNDER WHAT CIRCUMSTANCES
- **HOMELESSNESS - DEFINITIONS**
 - FEDERAL
 - STATE (TITLE 5 FOR CCPG- D)
- **REPORTING TO THE FINANCIAL AID OFFICE**
- **MOST COMMON WAYS TO LOSE FINANCIAL AID ELIGIBILITY**

APPLICATION AND THE ESTIMATED FAMILY CONTRIBUTION (EFC)

- **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**

- 19 – 20 APPLICATION PERIOD
 - 10/01/18 – 06/30/20
- EFC
 - FINANCIAL STRENGTH SNAP SHOT USING 2017 INCOME DATA
 - USED TO DETERMINE AID PROGRAM ELIGIBILITY AND AMOUNTS
 - EQUALLY APPLIED TO ALL FEDERAL AND STATE PROGRAMS

- **CALIFORNIA DREAM ACT APPLICATION (CADAA)**

- 19 – 20 APPLICATION PERIOD
 - 10/01/18 – 03/02/19 – CAL GRANT
 - 10/01/18 – 06/30/19 – CCPG AND OTHER STATE AID EXCEPT CAL GRANT
- EFC
 - FINANCIAL STRENGTH SNAP SHOT USING 2017 INCOME DATA
 - EQUALLY APPLIED TO DETERMINE AID ELIGIBILITY

COST OF ATTENDANCE: WHY IS IT NEEDED?

FEDERAL

- IS THE CORNERSTONE OF ESTABLISHING FINANCIAL NEED AND SETS THE LIMIT ON THE TOTAL AID A STUDENT MAY RECEIVE.
- THE COST OF ATTENDANCE REPRESENTS AN ESTIMATE OF A STUDENT'S EDUCATIONAL EXPENSES FOR A PERIOD OF ENROLLMENT.
- PRORATION REQUIRED FOR STUDENTS ENROLLED LESS THAN THE FULL YEAR AND EXCEPTIONS APPLY TO STUDENTS ENROLLED LESS THAN HALF TIME.

STATE / TITLE 5

- A STUDENT MAY NOT RECEIVE AN AID AWARD ABOVE THE UNMET NEED AS DETERMINED BY THE FINANCIAL AID OFFICE.

COST OF ATTENDANCE MANDATORY COMPONENTS

- **DIRECT COSTS**

- MANDATORY TUITION AND FEES

- **INDIRECT COSTS**

- BOOKS & SUPPLIES
- ROOM AND BOARD
- TRANSPORTATION
- PERSONAL EXPENSES
- MISCELLANEOUS
- LOAN FEES (IF APPLYING FOR LOANS)
- OTHER

19 – 20 NON RESIDENT COST OF ATTENDANCE

| | At Home | Away from Home | | LTHT HM | LTHT - AHM |
|---------------------------|------------------|------------------|--|------------------|------------------|
| Tuition & Fees | \$ 1,104 | \$ 1,104 | | \$ 1,104 | \$ 1,104 |
| Non Res Tuition | \$ 6,336 | \$ 6,336 | | \$ 6,336 | \$ 6,336 |
| Health fee | \$ 40 | \$ 40 | | \$ 40 | \$ 40 |
| Bks & Supplies | \$ 1,972 | \$ 1,972 | | \$ 1,972 | \$ 1,972 |
| Food | \$ 2,036 | \$ 4,779 | | \$ - | \$ - |
| Housing | \$ 4,750 | \$ 10,305 | | \$ - | \$ - |
| Transportation | \$ 1,134 | \$ 1,278 | | \$ 1,134 | \$ 1,278 |
| Personal/Misc | \$ 3,564 | \$ 3,996 | | \$ - | \$ - |
| | \$ 20,936 | \$ 29,810 | | \$ 10,586 | \$ 10,730 |

19 – 20 CALIFORNIA RESIDENT STUDENT BUDGET

| | At Home | Away from Home | | LTHT HM | LTHT - AHM |
|---------------------------|------------------|------------------|--|-----------------|-----------------|
| Tuition & Fees | \$ 1,104 | \$ 1,104 | | \$ 1,104 | \$ 1,104 |
| Health fee | \$ 40 | \$ 40 | | \$ 40 | \$ 40 |
| Bks & Supplies | \$ 1,971 | \$ 1,971 | | \$ 1,971 | \$ 1,971 |
| Food | \$ 2,036 | \$ 4,779 | | \$ - | \$ - |
| Housing | \$ 4,750 | \$ 10,305 | | \$ - | \$ - |
| Transportation | \$ 1,134 | \$ 1,278 | | \$ 1,134 | \$ 1,278 |
| Personal/Misc | \$ 3,564 | \$ 3,996 | | \$ - | \$ - |
| | \$ 14,599 | \$ 23,473 | | \$ 4,249 | \$ 4,393 |

WHO CAN MAKE CHANGES

- CHANGES TO THE COST OF ATTENDANCE ARE PART OF “PROFESSIONAL JUDGMENT”
- THE FINANCIAL AID OFFICE HAS THE AUTHORITY TO EVALUATE AND DETERMINE IF THE REQUEST HAS MERIT AND CAN BE GRANTED.
- CHANGES REQUIRE:
 - STUDENT TO SUBMIT A PETITION WITH SUPPORTING DOCUMENTATION TO JUSTIFY THE CHANGE
 - MUST BE DIRECTLY RELATED TO THEIR EDUCATION

FEDERAL HOMELESSNESS DEFINITION

- A STUDENT THAT IS HOMELESS OR AT RISK OF BECOMING HOMELESS AND/OR IS AN “UNACCOMPANIED” YOUTH AS DETERMINED BY:
 - HIGH SCHOOL OR SCHOOL DISTRICT HOMELESS LIAISON
 - THE DIRECTOR OF AN EMERGENCY SHELTER OR TRANSITIONAL HOUSING PROGRAM FUNDED BY THE U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
 - THE DIRECTOR OF A RUNAWAY OR HOMELESS YOUTH BASIC CENTER OR TRANSITIONAL LIVING PROGRAM
 - THE FINANCIAL AID ADMINISTRATOR AT YOUR COLLEGE

CALIFORNIA STATE DEFINITION FOR CCPG-D

- HOMELESS YOUTH” MEANS A STUDENT UNDER 25 YEARS OF AGE, WHO HAS BEEN VERIFIED AT ANY TIME DURING THE 24 MONTHS IMMEDIATELY PRECEDING THE RECEIPT OF HIS OR HER APPLICATION FOR ADMISSION BY A POSTSECONDARY EDUCATIONAL INSTITUTION THAT IS A QUALIFYING INSTITUTION, AS DEFINED IN THE FEDERAL MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, BY AT LEAST ONE OF THE FOLLOWING:
 - A HOMELESS SERVICES PROVIDER, AS THAT TERM IS DEFINED BY THE HEALTH AND SAFETY CODE.
 - THE DIRECTOR OF A FEDERAL TRIO PROGRAM OR GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS PROGRAM, OR A DESIGNEE OF THAT DIRECTOR.
 - A FINANCIAL AID ADMINISTRATOR FOR AN INSTITUTION OF HIGHER EDUCATION.
 - FOR PURPOSES OF THIS SECTION, A STUDENT WHO IS VERIFIED AS A HOMELESS YOUTH AS DEFINED SHALL RETAIN THAT STATUS FOR A PERIOD OF SIX YEARS FROM THE DATE OF ADMISSION TO THE POSTSECONDARY EDUCATIONAL INSTITUTION. (EXCEPTIONS APPLY)

REQUIREMENT TO REPORT OTHER AID RECEIVED

- **ADMINISTRATIVE CAPABILITY TO PARTICIPATE IN THE FSA PROGRAMS:**
 - A SCHOOL MUST DEMONSTRATE THAT IT IS ADMINISTRATIVELY CAPABLE OF PROVIDING THE EDUCATION IT PROMISES AND OF PROPERLY MANAGING THE FSA PROGRAMS
 - A SCHOOL MUST HAVE A SYSTEM OF IDENTIFYING AND RESOLVING DISCREPANCIES IN ALL FSA-RELATED INFORMATION RECEIVED BY ANY SCHOOL OFFICE. SUCH A SYSTEM MUST INCLUDE A REVIEW OF OTHER TYPES OF AID GRANTED BY OTHER OFFICES OR AGENCIES.
 - OUTSIDE SCHOLARSHIPS ARE CONSIDERED RESOURCES, MEANING THAT THEY REDUCE YOUR FINANCIAL AID PACKAGE DOLLAR FOR DOLLAR.
 - THE SCHOOLS DO NOT HAVE A CHOICE IN THE MATTER. FEDERAL RULES CONCERNING "OVERAWARD SITUATIONS" REQUIRE THE SCHOOL TO REDUCE THE FINANCIAL AID PACKAGE WHEN THE SUM OF FINANCIAL AID FROM ALL SOURCES EXCEEDS THE SCHOOL'S COST OF ATTENDANCE.

MOST COMMON WAYS FOR STUDENTS TO LOSE THEIR FINANCIAL AID ELIGIBILITY

- THE STUDENT IS IN DEFAULT ON A FEDERAL STUDENT LOAN, AND/OR
- THE STUDENT DOES NOT MAINTAIN SATISFACTORY ACADEMIC PROGRESS AND/OR
- THE STUDENT IS CONVICTED OF A DRUG OFFENSE THAT OCCURRED DURING A PERIOD IN WHICH THE STUDENT RECEIVED FEDERAL FINANCIAL AID

QUESTIONS?

