

## RESEARCH BRIEF

JULY 2017

This research brief was prepared by American Institutes for Research (AIR), one of the world's largest behavioral and social science research and evaluation organizations. AIR's mission is to conduct and apply the best behavioral and social science research and evaluation toward improving people's lives, with a special emphasis on the disadvantaged.

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## GradGuru Evaluation

GradGuru<sup>1</sup> is a smartphone application that provides students at 18 community college campuses in California with academic and financial aid-related nudge notifications designed to encourage successful navigation of critical scholastic milestones. The application includes five functions: Deadlines, Reminder Alerts, Tips, Badges, and Rewards. Reminder Alerts use “push notifications” to notify students of Deadlines and Tips, even when students are not actively using the application. Community college administrators provide the inputs for the Deadlines and Tips and have the ability to update them on an ongoing basis as new information becomes available. GradGuru provides administrator trainings to facilitate the development and management of this college-level customized content. Badges, on the other hand, are enabled by student-led behaviors (e.g., course registration). By cumulating these badges, students are able to earn rewards. Thus, the application combines up-to-date college-specific information with an intrinsic motivation and rewards system in an effort to keep students on track. In addition, GradGuru is in the process of adding functionality to allow the scheduling and triggering of the Reminder Alerts function while a user is offline. Taken together, these features are designed to facilitate more successful college persistence and improve the rates of transfer to 4-year college, especially among students who are from low-income families or are the first in their families to attend college.

### Key Findings

This brief describes the key findings from AIR's evaluation of GradGuru, including the following:

- Survey responses suggest that typical GradGuru users are full-time enrolled, Latina students from low-income families and who are the first generation in their families to attend college.
- Most GradGuru survey respondents report aspirations to obtain a bachelor's or graduate degree.
- Most GradGuru survey respondents report using the application frequently and both survey and interview respondents report that GradGuru helps them to remain in college and on-track to attain their degree goals.

<sup>1</sup> GradGuru is a product of GradGears, a 501(c)3 tax-exempt organization.

## GradGuru Evaluation

This brief presents findings on the evaluation of GradGuru—a smartphone application that aims to increase the likelihood that students will graduate from community college and transfer to 4-year institutions, particularly among students from low-income families and first-generation students. GradGuru’s features provide students with notifications of scholastic milestones specific to their college as well as offer rewards for attaining milestones.

American Institutes for Research (AIR) conducted a mixed-methods evaluation of GradGuru during the 2016–17 school year to examine student users’ characteristics, behaviors, and aspirations. The analysis presented in this brief is guided by two key research questions (RQs):

1. What are the background characteristics and college aspirations of respondents who use GradGuru? How do these compare to the larger student body in their institution?
2. How do GradGuru users use the application, and how do users perceive that GradGuru influences their short- and long-term college-related decisions and behaviors?

The data used to examine these questions include interview, focus group, survey, and extant data collected from GradGuru student users, college administrators, and the Integrated Postsecondary Education Data System (IPEDS)<sup>2</sup> associated with three case-study community colleges: Cerro Coso Community College, Sacramento City College, and Pierce College.<sup>3</sup> Details on the data sources, timing, and sample sizes are shown in Table 1 (below). Further details on the methods used with each data source are provided in Appendix A.

**Table 1. Evaluation Data Sources, Dates, and Sample Sizes**

Type of Data	Respondent	Date	Number of Participants
Survey	Student	Fall/ Winter 2016–17	315
Focus Group	Student	Fall 2016	24
Interview	GradGuru Staff	Spring 2017	2
	College Administrator	Fall 2016	6
	Student	Spring 2017	14
IPEDS	Student	2014–15	All students attending the study colleges

<sup>2</sup> IPEDS is under the Institute of Education Sciences, National Center for Education Statistics, U.S. Department of Education (<https://nces.ed.gov/ipeds>).

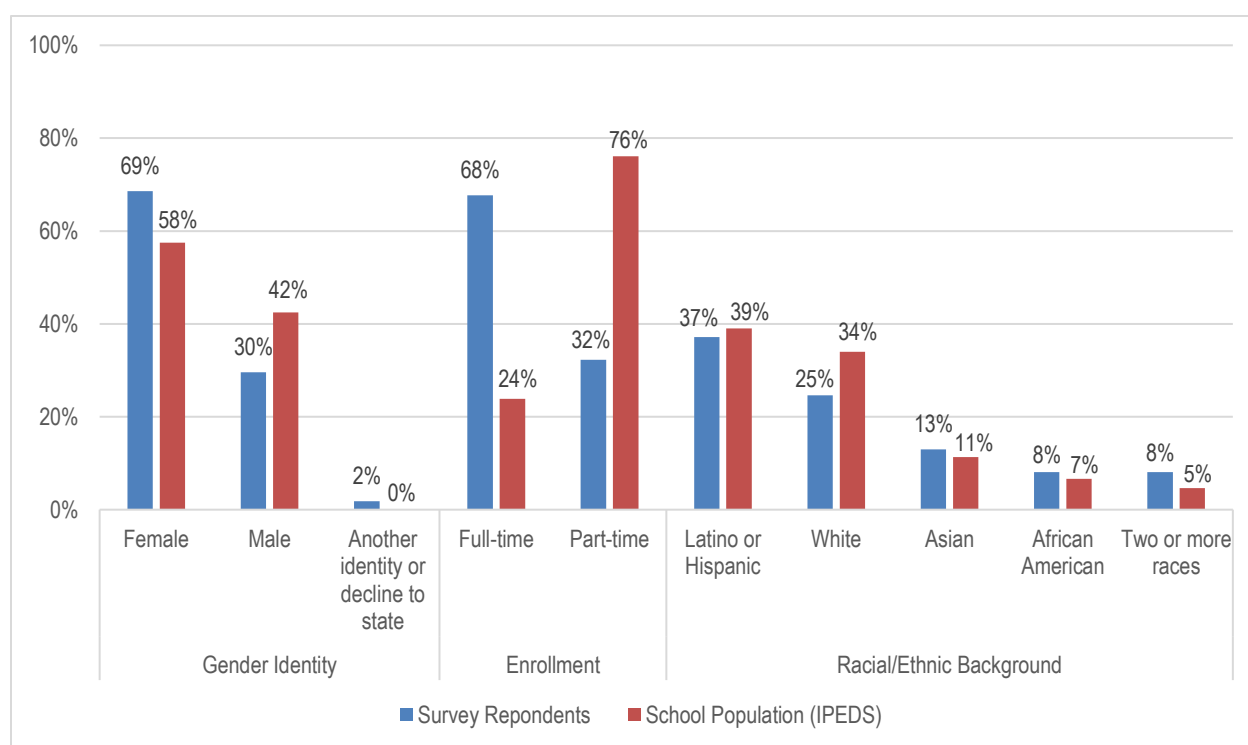
<sup>3</sup> These institutions were selected because they had a relatively long-standing relationship with GradGuru and because they provide diversity of student experiences (e.g., include students from both rural and urban campuses).

## Key Findings

**GradGuru students appear less-likely to be White and more likely to be full-time enrolled than the overall student population.**

Survey findings show that the typical GradGuru respondent is full-time enrolled, Latina, and speaks only English. These characteristics largely mirror the general college-going population at each of the case-study institutions. However, GradGuru respondents are more likely to be female (69% versus 58%), full-time enrolled (68% versus 24%), and non-White (75% versus 66%) than the overall student population (Figure 1).

**Figure 1. Demographic Comparison**



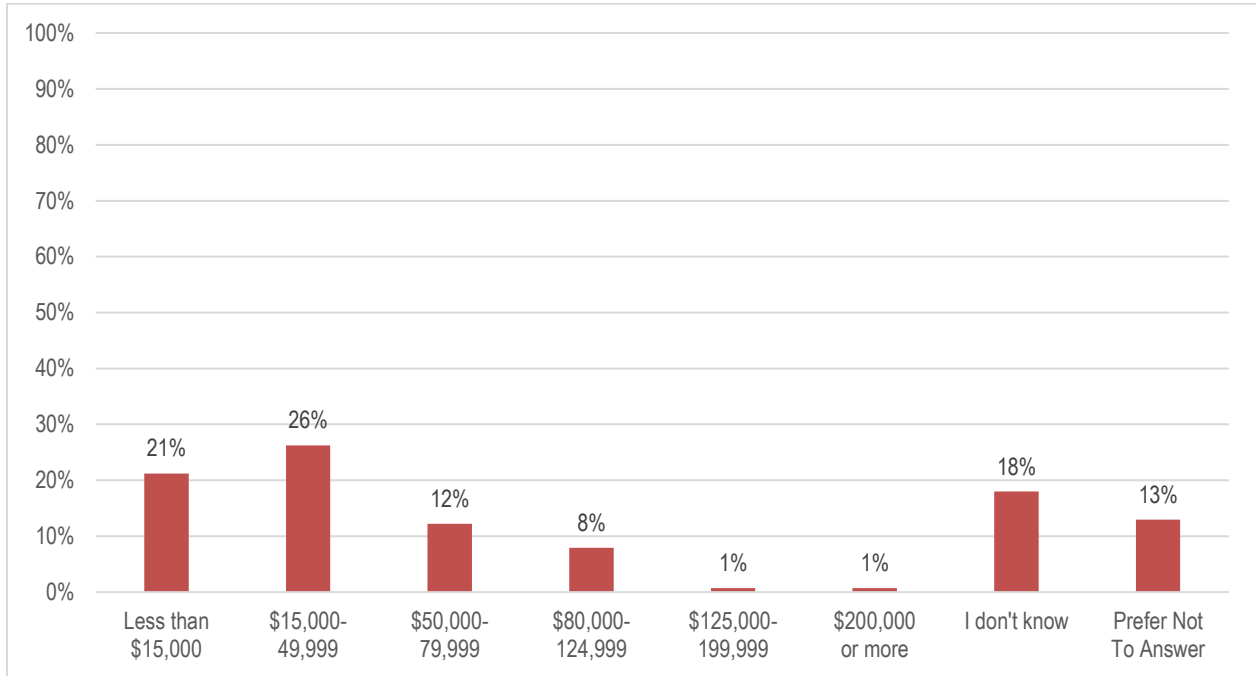
**Survey responses suggest GradGuru is successfully targeting students from low-income families and first-generation students.**

GradGuru aims to inspire and support students to reach their academic and career goals, with a specific focus on students from low-income families who are the first generation in their families to attend college. Survey findings suggest that GradGuru is successfully serving this population: about half of students report a relatively low family income (\$50,000 per year or less; Figure 2)<sup>4</sup> and more than two-thirds report that they would be the

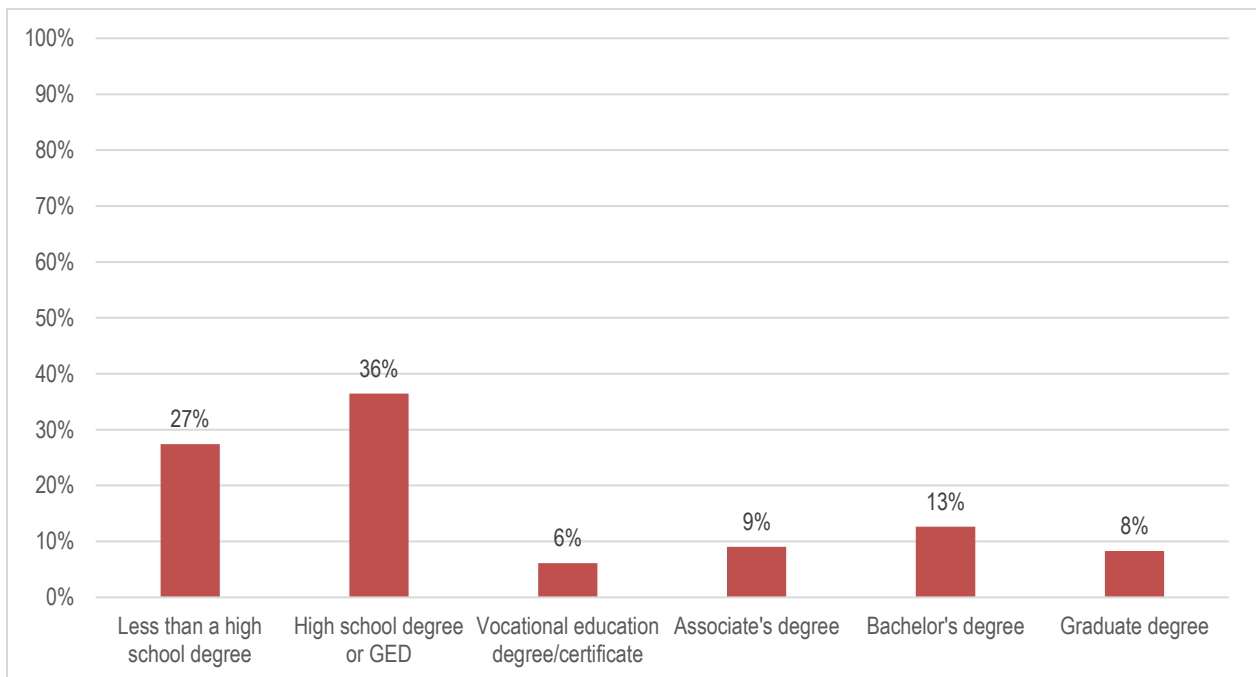
<sup>4</sup> The poverty threshold for a family of four set by the U.S. Department of Education (2017) is \$36,900.

first generation in their families to attain a degree (i.e., that their parents have not earned at least an associate's degree; Figure 3).

**Figure 2: Estimated Parental Income**



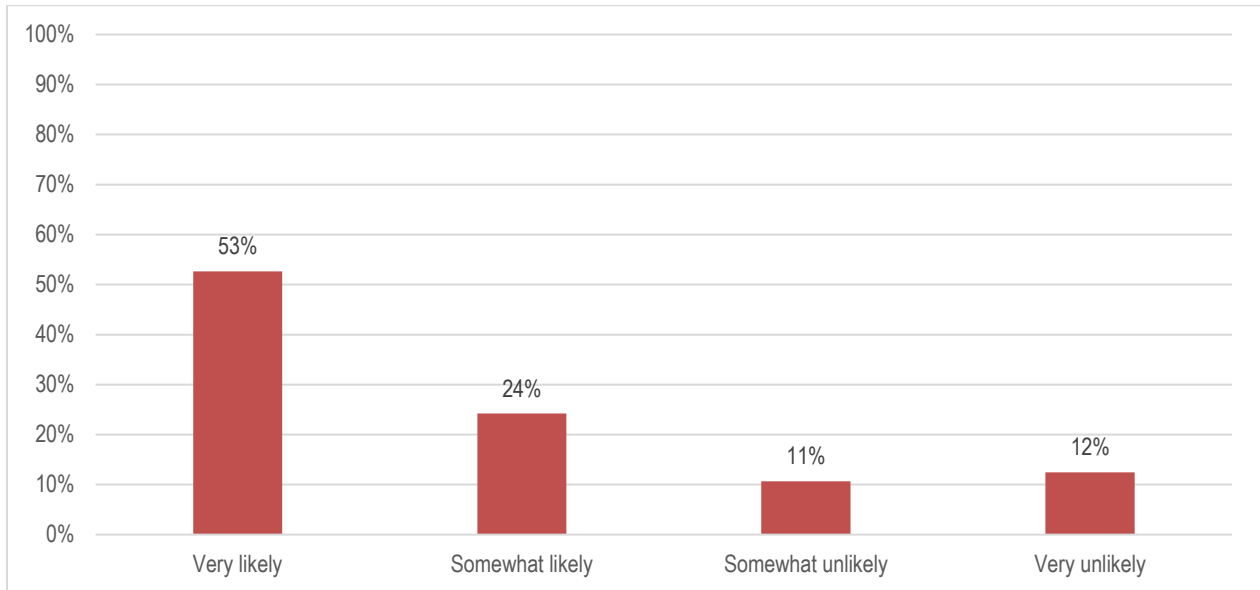
**Figure 3: Highest Parent Education Level**



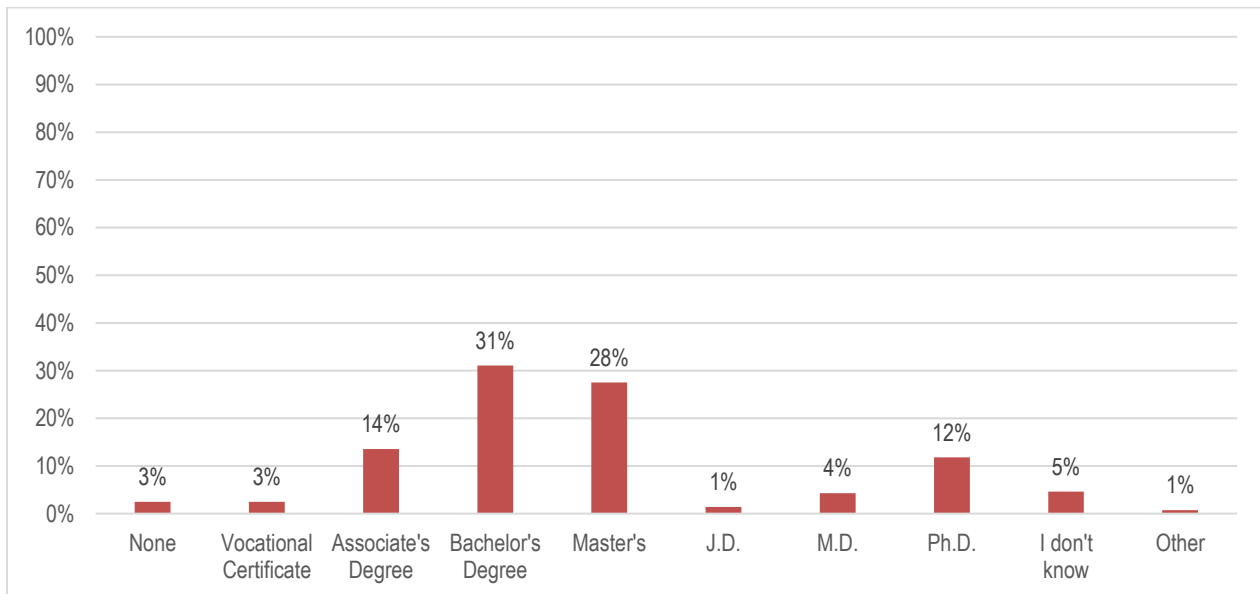
### Surveyed students report high college aspirations.

The majority of students report that it is at least somewhat likely that they will transfer to a 4-year institution (77%; Figure 4) and that their degree plans are to obtain at least a bachelor's degree (76%; Figure 5). Moreover, nearly half of surveyed students plan to obtain graduate degrees (Figure 5). Focus group respondents also report high college aspirations, many of which included interests in nursing programs.

**Figure 4: Likelihood of Transfer**



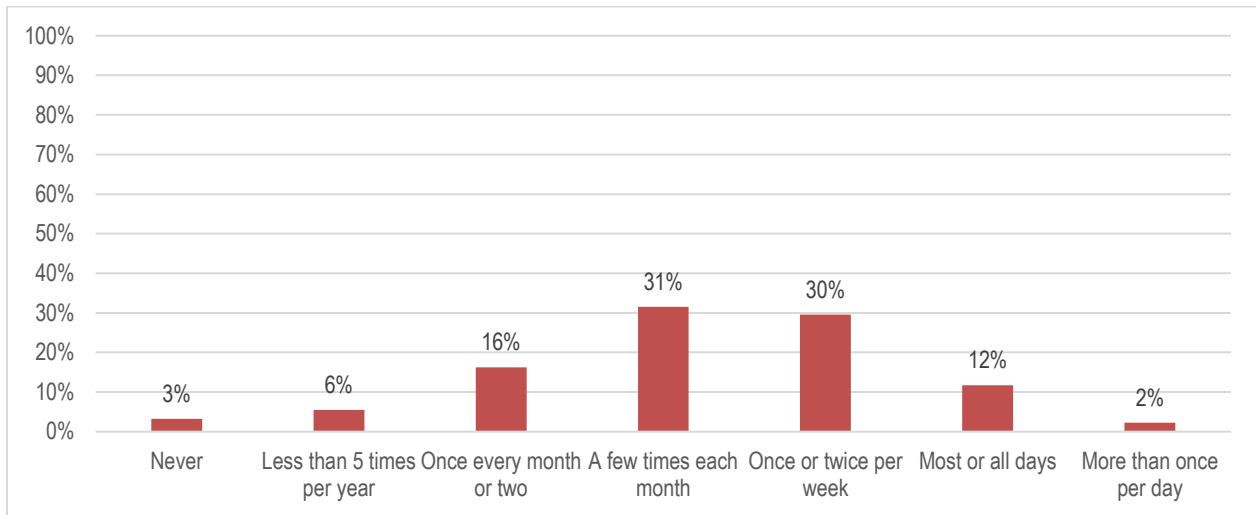
**Figure 5: Highest Degree Planned**



**Survey respondents generally report using GradGuru frequently.**

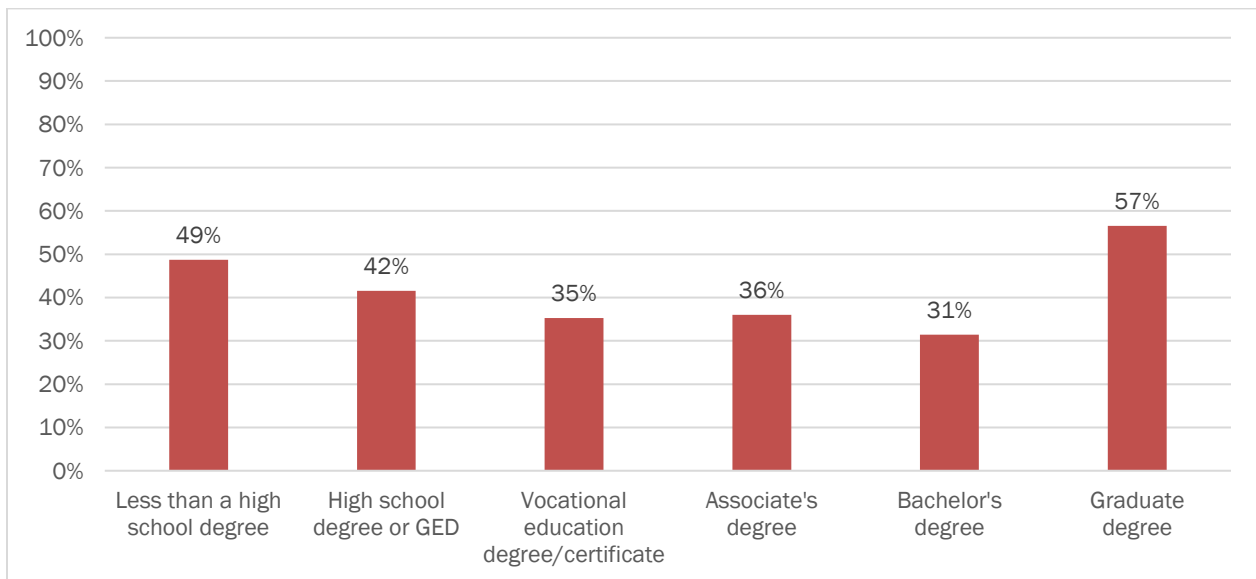
Three-quarters of respondents report using GradGuru at least a few times per month, and nearly half of respondents use GradGuru at least once per week (Figure 6).

**Figure 6: Average Use**



Students whose parents have less education report higher GradGuru use (Figure 7).<sup>5</sup>

**Figure 7. GradGuru Use Once a Week or More by Parent Education Level**

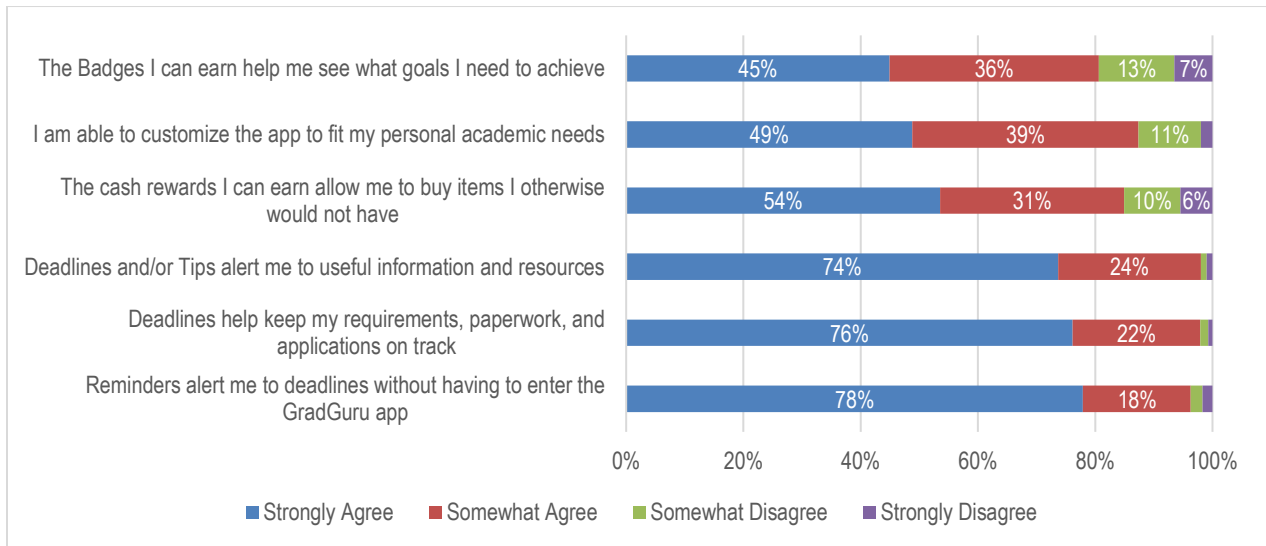


<sup>5</sup> About half of students whose parents have less than a high school diploma use the application at least once a week, compared to about a third of those whose parents have a bachelor's degree ( $p < .1$ ). There is one exception to this trend: students whose parents have a graduate degree are the most likely to use GradGuru at least once per week. However, given the small number of students in this latter category ( $N = 23$ ), we caution against generalizing from this finding.

**Survey, focus group, and interview respondents report that GradGuru helps students to remain in college and on-track to attain their degree goals.**

Findings regarding the relationship between students’ perceptions of their application use and their college persistence show that students who use the application feel supported by the functions to remain enrolled in college and engage more with on-campus activities. For example, 76% of students strongly agree that the Deadlines function helps them keep requirements, paperwork, and applications on track; and 74% of students strongly agree that Deadlines or Tips alert them to useful information and resources (Figure 8).

**Figure 8: Agreement With Usefulness Statements**



Evidence from student focus groups and interviews further suggest that GradGuru is supporting students’ academic achievement and persistence. Specifically, students report that GradGuru helps them to connect with academic resources. For example, students share that the application alerts them to workshops and tutoring opportunities which has improved their study habits and tutoring: one student shares, “I get alerted with UC workshops, and I love that about the app. I check my notifications for different workshops, and deadlines, and I love that about it.” (Student Focus Group, fall 2016).

“I check my notifications for different workshops, and deadlines, and I love that about it.”

- Student Focus Group, fall 2016

In addition, students report that GradGuru supports productive behaviors, facilitating their ability to remain in school. For example, one student shares that as a result of GradGuru’s Tips and Deadlines, he has been able to develop better study habits and meet academic deadlines that contribute to his ability to stay enrolled and out of academic probation. Another student transitioned from being a full-time onsite student to a

part-time online student due to changes in family context. This student enthusiastically attributes her ability to stay enrolled and on-track to GradGuru's Deadlines and Reminder Alerts: "As an online student, you are not around teachers, counselors. It is up to you to be self-motivating.

GradGuru helps me stay on top of it." (Student interview, spring 2017).

"GradGuru helps me stay on top of it."  
- Student Interview, spring 2017

These student reports align with the perceptions shared in administrator interviews.

Administrators explain that students who use the application appear more aware of important deadlines and appear better able to leverage their college's resources. For example, one administrator explains, "When we talk to students about how they're picking up information about what's going on on campus, it's through GradGuru or list-serves that they're on." (Administrator Interview, fall 2016). Another administrator reinforces this point by saying "We have much better turnout to all our activities and events now than we did three years ago... I've asked students, how did you get here? Usually...students say they got it through ... GradGuru or the college list serve." (Administrator Interview, fall 2016).

"When we talk to students about how they're picking up information about what's going on on campus, it's through GradGuru or list-serves that they're on."  
- Administrator Interview, fall 2016

## Conclusions and Considerations

During the 2016–17 school year, AIR conducted a mixed-methods process evaluation of GradGuru's implementation using a rich collection of data sources including a survey of student users, student focus groups, and interviews with students and college administrators. Findings on the usefulness of GradGuru for encouraging students to remain actively enrolled in college and equipped to transfer to a 4-year institution are promising, especially for students from low-income families and those who are the first in their families to attend college. Specifically, we find that surveyed users report frequent application use. Moreover, many are from low-income households; are the first in their families to attend college; and aspire to obtain a bachelor's, associate's, or graduate degree. Finally, most users report that GradGuru helps them to remain actively enrolled in college and on-track to graduate.

This project includes two major limitations. First, we solicited survey responses through the application, and student focus group participants were recruited from among the survey respondents. As a result, our evaluation data only represent active GradGuru users and do not fully represent the student body in these three colleges. Second, this exploratory evaluation does not provide rigorous evidence of GradGuru's effectiveness. AIR recommends an impact evaluation of GradGuru to provide more concrete information on the extent to which GradGuru is successfully meeting its mission to improve college outcomes, particularly among students from low-income families and first-generation students.



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## Appendix A. Methodology

AIR used a mixed-methods approach to examine a rich combination of interview, focus group, survey, and extant data collected from GradGuru users (students), college administrators, GradGuru staff, and IPEDS. Details on the data sources, timing, and sample sizes are discussed below.

**Survey Data.** AIR developed and administered an online student survey of (1) students' characteristics; (2) frequency of use of the GradGuru application; and (3) academic aspirations between September 2016 and January 2017. AIR received responses from 76 students at Cerro Coso, 104 students at Pierce College, and 135 students at Sacramento City College from the approximately 7,000 students who have access to the GradGuru application at these colleges.

**Interview and Focus Group Data.** AIR visited each case-study campus in November or December of 2016 to conduct focus groups with survey respondents who expressed interest in meeting with the study team in the course of responding to the survey. Student focus group questions were crafted to gather additional details on student users' perceptions of the application. There were 11 students at Cerro Coso, 6 students at Pierce College, and 7 students at Sacramento City College who participated in focus group sessions.<sup>6</sup>

During on-campus site visits, AIR also interviewed college administrators on their perceptions of GradGuru's usefulness to students' college success. All administrators who were directly involved with integrating GradGuru with their campus were selected for these interviews. All administrators that AIR requested to interview agreed to the interview; this included three administrator interviews at Cerro Coso, one administrator interview at Pierce College, and two administrator interviews at Sacramento City College.

Finally, AIR conducted qualitative follow-up interviews in March 2017 that were offered to any students who engaged in the focus groups with the aim of understanding any perceived association between application use and college persistence. Five students at Cerro Coso, three students at Pierce College, and six students at Sacramento City College participated in these follow-up interviews.

**Extant Data.** AIR used IPEDS administrative data to compare the demographic characteristics of GradGuru survey respondents to the full population of college students in the three case-study community colleges (unrelated to their GradGuru participation).

<sup>6</sup> Eighteen students at Cerro Coso, 17 students at Pierce College, and 19 students at Sacramento City College expressed initial interest in meeting with the study team in response to the survey.

## Appendix B. Annotated Survey

School	No.	%
Cerro Coso	76	24%
Pierce	104	33%
Sacramento City	135	43%
Total	315	100%

### Q1- How old are you?

Answer Choices:	No.	%
18	68	22%
19	40	13%
20	39	12%
21	16	5%
22	15	5%
23	14	4%
24	7	2%
25	15	5%
26	11	3%
27	9	3%
28	5	2%
29	5	2%
30	4	1%
Over 30	67	21%
Total	315	100%

### Q2- When did you first download GradGuru?

Answer Choices:	No.	%
Fall 2016	173	55%
Spring 2016	70	22%
Fall 2015	31	10%
Spring 2015	17	5%
Fall 2014	9	3%
Spring 2014	4	1%
Fall 2013	3	1%
Before 2013	1	0%
No response	7	2%
Total	315	100%

**Q3- How did you first hear about GradGuru?**

Answer Choices:	No.	%
Friend or family member	23	7%
Classmate	11	3%
College website	86	27%
Other website	3	1%
Poster/flyer at college	80	25%
Professor or instructor	40	13%
Counselor	40	13%
Admissions or financial aid officer	13	4%
High school teacher or counselor	3	1%
Other	11	3%
No response	5	2%
Total	315	100%

**Q4- What device do you use to access GradGuru?**

Answer Choices:	No.	%
iPhone	209	66%
Android phone	87	28%
iPod	3	1%
Tablet/iPad	8	3%
Other	2	1%
No response	6	2%
Total	315	100%

**Q5- On average, how often do you use GradGuru?**

Answer Choices:	No.	%
Never	10	3%
Less than 5 times per year	17	5%
Once every month or two	50	16%
A few times each month	97	31%
Once or twice per week	91	29%
Most or all days	36	11%
More than once per day	7	2%
No response	7	2%
Total	315	100%

**Q6- How many of your friends have downloaded GradGuru?**

Answer Choices:	No.	%
All/almost all of my friends	28	9%
About half of my friends	48	15%
About a quarter of my friends	86	27%
Almost none/none of my friends	143	45%
No response	10	3%
Total	315	100%

**Q7- How useful are the following GradGuru features?**

	No. Very Useful	No. Somewhat Useful	No. Not Very Useful	No. Not At All Useful	No. No Response	No. Total
Deadlines	226	71	6	1	11	315
Tips	151	139	11	2	12	315
MyGradGuru	146	131	22	5	11	315
Badges	98	104	63	37	13	315
Rewards	136	109	40	16	14	315
Reminder Alerts	234	56	8	5	12	315
Settings	140	141	15	5	14	315
Other	71	50	6	10	178	315
	% Very Useful	% Somewhat Useful	% Not Very Useful	% Not At All Useful	% No Response	% Total
Deadlines	72%	23%	2%	0%	3%	100%
Tips	48%	44%	3%	1%	4%	100%
MyGradGuru	46%	42%	7%	2%	3%	100%
Badges	31%	33%	20%	12%	4%	100%
Rewards	43%	35%	13%	5%	4%	100%
Reminder Alerts	74%	18%	3%	2%	4%	100%
Settings	44%	45%	5%	2%	4%	100%
Other	23%	16%	2%	3%	57%	100%

**Q8- How much do you agree or disagree with the following statements?**

	No. Strongly Agree	No. Some-what Agree	No. Some-what Disagree	No. Strongly Disagree	No. No Response	No. Total
Deadlines help keep my requirements, paperwork, and applications on track	224	64	4	2	21	315
Deadlines and/or Tips alert me to useful information and resources	215	71	3	3	23	315
Reminders alert me to deadlines without having to enter the GradGuru app	229	54	6	5	21	315
The Badges I can earn help me see what goals I need to achieve	132	105	38	19	21	315
The cash rewards I can earn allow me to buy items I otherwise would not have	157	92	28	16	22	315
I am able to customize the app to fit my personal academic needs	143	113	31	6	22	315
	% Strongly Agree	% Some-what Agree	% Some-what Disagree	% Strongly Disagree	% No Response	% Total
Deadlines help keep my requirements, paperwork, and applications on track	71%	20%	1%	1%	7%	100%
Deadlines and/or Tips alert me to useful information and resources	68%	23%	1%	1%	7%	100%
Reminders alert me to deadlines without having to enter the GradGuru app	73%	17%	2%	2%	7%	100%
The Badges I can earn help me see what goals I need to achieve	42%	33%	12%	6%	7%	100%
The cash rewards I can earn allow me to buy items I otherwise would not have	50%	29%	9%	5%	7%	100%
I am able to customize the app to fit my personal academic needs	45%	36%	10%	2%	7%	100%

**Q9- When using the Badges function to report your academic milestones, do you report them honestly?**

Answer Choices:	No.	%
Yes	148	47%
Most of the time	32	10%
Not Usually	27	9%
No	7	2%
I don't use Badges.	79	25%
No response	22	7%
Total	315	100%

**Q10- Of the following features, how valuable would each be to you if added to GradGuru?**

	No. Very Valuable	No. Some-what Valuable	No. Not Very Valuable	No. Not At All Valuable	No. No Response	No. Total
The ability to add my course-specific deadlines and tasks	225	59	3	1	27	315
More guidance on what I need to do to transfer to a 4-year college or university	227	47	11	3	27	315
The ability to interact with my fellow students	113	103	53	19	27	315
The ability to communicate directly with my counselors and professors	203	64	18	3	27	315
The ability to further personalize my alerts and deadlines	213	63	11	1	27	315
	% Very Valuable	% Some-what Valuable	% Not Very Valuable	% Not At All Valuable	% No Response	% Total
The ability to add my course-specific deadlines and tasks	71%	19%	1%	0%	9%	100%
More guidance on what I need to do to transfer to a 4-year college or university	72%	15%	3%	1%	9%	100%
The ability to interact with my fellow students	36%	33%	17%	6%	9%	100%
The ability to communicate directly with my counselors and professors	64%	20%	6%	1%	9%	100%
The ability to further personalize my alerts and deadlines	68%	20%	3%	0%	9%	100%

**Q11- Has GradGuru been helpful to you as a student?**

Answer Choices:	No.	%
Very Helpful	145	46%
Helpful	97	31%
Somewhat helpful	43	14%
Not helpful at all	3	1%
No response	27	9%
Total	315	100%

**Q12- Have you recommended GradGuru to your friends?**

Answer Choices:	No.	%
Yes	217	69%
No	70	22%
No response	28	9%
Total	315	100%

**Q13- Besides GradGuru, what other educational and social apps do you use? (SELECT ALL THAT APPLY)**

Answer Choices:	No.	%
Facebook	206	65%
Twitter	94	30%
Instagram	182	58%
Snapchat	155	49%
LinkedIn	58	18%
iTunes University	10	3%
Coursera	8	3%
Khan Academy	74	23%
OpenStax	1	0%
Piazza	1	0%
Duolingo	34	11%
TED	56	18%
Quizlet	107	34%
Flashcards+	41	13%
Graphing Calculator	35	11%
Wikipanion	2	1%
CliffsNotes/SparkNotes	49	16%
Dictionary	113	36%
Evernote	22	7%
EasyBib	68	22%
Dropbox	95	30%
Google Drive	154	49%
SelfControl	6	2%
Other	9	3%

**Q14- I use my mobile phone to... (SELECT ALL THAT APPLY)**

Answer Choices:	No.	%
Check school email	264	84%
Search the web for activities on campus	167	53%
Navigate campus buildings	95	30%
Access class resources	201	64%
Use/check social media for school-related purposes	176	56%
Access apps for school-related purposes	202	64%
I don't use it for school purposes	18	6%



**Q15- With what gender do you identify?**

Answer Choices:	No.	%
Male	85	27%
Female	197	63%
Another identity	3	1%
Decline to state	2	1%
No Response	28	9%
Total	315	100%

**Q16- What languages do you speak fluently? (SELECT ALL THAT APPLY)**

Answer Choices:	No.	%
English	279	89%
Spanish	89	28%
Chinese	9	3%
Tagalog	5	2%
Vietnamese	8	3%
Korean	0	0%
Other	26	8%

**Q17- Please select the racial/ethnic background with which you most identify:**

Answer Choices:	No.	%
African-American	23	7%
Native American/Alaskan Native	9	3%
Asian	35	11%
Filipino	12	4%
Latino or Hispanic	106	34%
Multi-ethnicity	16	5%
Pacific Islander	5	2%
White Non-Hispanic	70	22%
Other (please specify)	11	3%
No response	28	9%
Total	315	100%

**Q18- Are you a veteran?**

Answer Choices:	No.	%
Yes	14	4%
No	273	87%
No response	28	9%
Total	315	100%

**Q19- Are you a parent or guardian?**

Answer Choices:	No.	%
Yes	71	23%
No	214	68%
No response	30	10%
Total	315	100%

**Q20- Did you graduate from high school?**

Answer Choices:	No.	%
Yes	264	84%
No, but passed	19	6%
No, and did not pass	2	1%
No response	30	10%
Total	315	100%

**Q21- What grade did you mostly earn in high school?**

Answer Choices:	No.	%
A+, A, or A-	41	13%
B+, B, or B-	161	51%
C+, C, or C-	77	24%
D or F	4	1%
Letter grades were not assigned at my school.	2	1%
No response	30	10%
Total	315	100%

**Q22- About what percent of students from your high school class are enrolled in college?**

Answer Choices:	No.	%
0-25%	90	29%
26-50%	71	23%
51-75%	77	24%
76-100%	45	14%
No response	32	10%
Total	315	100%

**Q23- Are you enrolled as a:**

Answer Choices:	No.	%
Full-time	193	61%
Part-time	92	29%
No response	30	10%
Total	315	100%

**Q24- Are you a:**

Answer Choices:	No.	%
First-time student	90	29%
First-time transfer student	13	4%
Continuing student, never transferred	151	48%
Continuing student, transferred	29	9%
Special admit student	2	1%
No response	30	10%
Total	315	100%

**Q25- When did you start college?**

Answer Choices:	No.	%
Fall 2016	81	26%
Spring 2016	12	4%
Fall 2015	39	12%
Spring 2015	14	4%
Fall 2014	32	10%
Spring 2014	10	3%
Fall 2013	22	7%
Spring 2013	3	1%
Before 2013	68	22%
No response	34	11%
Total	315	100%

**Q26- How many credits have you earned so far at any college?**

	Mean	Sample N
Q26	47.56981	265

**Q27- How many hours per week do you work?**

	Mean	Sample N
Q27	17.42491	273



**Q28- Where are you living during the fall 2016 term?**

Answer Choices:	No.	%
With family members	193	61%
In my own room/apartment	74	23%
In a college residence hall or dorm	1	0%
I don't have a regular place to live.	4	1%
Other	12	4%
No response	31	10%
Total	315	100%

**Q29- How are you paying for school? (SELECT ALL THAT APPLY)**

Answer Choices:	No.	%
Credit Card	66	21%
Cash	84	27%
Parent/guardian support	65	21%
Other outside support	18	6%
Board of Governors (BOG) Waiver Method A - unknown base	99	31%
BOG Waiver Method B - based on income standards	80	25%
BOG Waiver Method C - based on financial need	59	19%
Fee Waiver - dependent of/child of deceased or disabled veteran	6	2%
Cal Grant B	32	10%
Cal Grant C	14	4%
CARE Grant (Cooperative Agencies Resources for Education)	2	1%
Chafee Grant	0	0%
EOPS Grant (Extended Opportunity Programs and Services)	42	13%
Pell Grant	84	27%
SEOG (Supplemental Educational Opportunity Grant)	8	3%
Other grant: institutional source	2	1%
Other grant: non-institutional source	1	0%
Federal Direct Student Loan - subsidized	15	5%
Federal Direct Student Loan - unsubsidized	12	4%
Other	20	6%

**Q30 - What categorical programs do you participate in? (SELECT ALL THAT APPLY)**

Answer Choices:	No.	%
Apprenticeship	2	1%
Student Success for Basic Skills	17	5%
Disabled Students Programs and Services (DSPS)	28	9%
California Work Opportunity and Responsibility to Kids (CalWORKs)	13	4%
Extended Opportunity Programs and Services (EOPS)	50	16%
Foster care education	4	1%
Cooperative Agencies Resources for Education (CARE)	5	2%
Mathematics, Engineering, and Science Achievement (MESA) Program	5	2%
Middle College High School (MCHS)	0	0%
Puente	0	0%
Nursing Support	3	1%
None of the above	155	49%
Other	10	3%

**Cerro Coso**

**Q31- What math class were you placed in?**

Answer Choices:	No.	% (of Cerro Coso students)
I did not take math	2	3%
I don't remember	7	9%
Math 101: Survey of Mathematical Concepts	4	5%
Math 121: Elementary Probability and Statistics	10	13%
Math 20: Basic Arithmetic Skills	8	11%
Math 40: Pre-Algebra	19	25%
Math 50: Elementary Algebra	9	12%
Math 55: Intermediate Algebra	5	7%
No response	7	9%
Other (please specify)	5	7%
Total	76	100%

**Pierce****Q31- What math class were you placed in?**

Answer Choices:	No.	% (of Pierce students)
I did not take math.	1	1%
I don't remember.	3	3%
Math 105: Arithmetic for College Students	6	6%
Math 110: Introduction to Algebraic Concepts	2	2%
Math 112: Pre-Algebra	8	8%
Math 115: Elementary Algebra	26	25%
Math 120: Plane Geometry	1	1%
Math 125: Intermediate Algebra	20	19%
Math 227: Statistics	1	1%
Math 228A: Statistics Pathway Part I	5	5%
Math 240: Trigonometry	5	5%
Math 260: Pre-Calculus	7	7%
Math 261: Calculus I	6	6%
No response	11	11%
Other (please specify)	2	2%
Total	104	100%

**Sacramento City****Q31- What math class were you placed in?**

Answer Choices:	No.	% (of Sacramento City students)
I did not take math.	3	2%
I don't remember.	7	5%
Math 100 or 103: Elementary Algebra	20	15%
Math 110: Elementary Geometry	2	1%
Math 120 or 123: Intermediate Algebra	34	25%
Math 27 or 28: Arithmetic/Basic Skills Mathematics	26	19%
Math 300 or 335: Introduction to Mathematical Ideas or Trigonometry	1	1%
Math 340, 342, or 350: Calculus for Business and Economics, Modern Business Mathematics, or Calculus for Social & Life Sciences	1	1%
Math 34: Algebra Readiness/Pre-Algebra	12	9%
Math 370: Pre-Calculus Mathematics	1	1%
Math 400: Calculus I	3	2%
Math 80: Mathematics Study Skills	1	1%
No response	22	16%
Other (please specify)	2	1%
Total	135	100%

**Cerro Coso****Q32- What English class were you placed in?**

<b>Answer Choices:</b>	<b>No.</b>	<b>% (of Cerro Coso students)</b>
English 101: Freshman Composition	22	29%
English 102: Critical Thinking Through Literature	3	4%
English 30: Basic Writing Skills	4	5%
English 40: Improving Basic Writing Skills	21	28%
English 42: Preparation for Introductory Composition	1	1%
English 70: Introductory Composition	8	11%
I did not take English.	4	5%
I don't remember.	6	8%
No response	6	8%
Other (please specify)	1	1%
Total	76	100%

**Pierce****Q32- What English class were you placed in?**

<b>Answer Choices:</b>	<b>No.</b>	<b>% (of Pierce students)</b>
ESL 84: College English as a Second Language I	2	2%
ESL 85: College English as a Second Language II	2	2%
ESL 87: Advanced ESL: Reading and Vocabulary	1	1%
English 101: College Reading and Composition I	22	21%
English 102: College Reading and Composition II	3	3%
English 103: Composition and Critical Thinking	2	2%
English 21: English Fundamentals	28	27%
English 28: Intermediate Reading and Composition	31	30%
I did not take English.	2	2%
I don't remember.	2	2%
No response	9	9%
Total	104	100%

**Sacramento City****Q32- What English class were you placed in?**

Answer Choices:	No.	% (of Sacramento City students)
English 101: College Writing	34	25%
English 300: College Composition	38	28%
English 51: Developmental Writing	30	22%
I did not take English.	4	3%
I don't remember.	7	5%
No response	18	13%
Other (please specify)	4	3%
Total	135	100%

**Q33- What is the highest degree you plan to receive?**

Answer Choices:	No.	%
None	7	2%
Vocational Certificate	7	2%
Associate's degree	38	12%
Bachelor's degree	87	28%
Master's	77	24%
J.D.	4	1%
M.D.	12	4%
Ph.D.	33	10%
I don't know.	13	4%
Other	2	1%
No Response	35	11%
Total	315	100%

**Q34- How likely do you think it is that you will transfer to a 4-year college before graduating?**

Answer Choices:	No.	%
Very likely	148	47%
Somewhat likely	68	22%
Somewhat unlikely	30	10%
Very unlikely	35	11%
No response	34	11%
Total	315	100%



**Q35- How likely do you think it is that you will need to take a leave of absence?**

Answer Choices:	No.	%
Very likely	11	3%
Somewhat likely	33	10%
Somewhat unlikely	60	19%
Very unlikely	174	55%
No response	37	12%
Total	315	100%

**Q36- What is your best estimate of your parents'/ guardians' total income last year?**

Answer Choices:	No.	%
Less than \$15,000	59	19%
\$15,000-49,999	73	23%
\$50,000-79,999	34	11%
\$80,000-124,999	22	7%
\$125,000-199,999	2	1%
\$200,000 or more	2	1%
I don't know.	50	16%
Prefer not to answer	36	11%
No response	37	12%
Total	315	100%

**Q37- For your parent/guardian with the most formal education, what is the highest level or degree they completed?**

Answer Choices:	No.	%
Less than a high school degree	76	24%
High school degree or GED	101	32%
Vocational education degree/certificate	17	5%
Associate's degree	25	8%
Bachelor's degree	35	11%
Graduate degree	23	7%
No response	38	12%
Total	315	100%

**Q38- Which of the following best describes how you feel about college?**

<b>Answer Choices:</b>	<b>No.</b>	<b>%</b>
Hopeful	107	34%
Excited	80	25%
Overwhelmed	52	17%
Stressed	35	11%
Confused	7	2%
No response	34	11%
Total	315	100%

**Q39- Do you feel you are a member of your campus community?**

<b>Answer Choices:</b>	<b>No.</b>	<b>%</b>
Yes, strongly	80	25%
Somewhat	144	46%
No	56	18%
No response	35	11%
Total	315	100%



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