| Project Name | Category | Contact | Students served | Students Enrolled | Interactions per Student | Sea Funding Received | SEA funds % of Project |
|---|---|---|---|---|---|---|---|
| **Calculator/Laptop Loan** | Academic Support | S. Avasthi | 685 | 677 | 1 | $ | 100% |

***Summarize your projects' overall goals and/or intentions for students.***

Our goal is to provide technology to students who have limited access to the tools they need to succeed in their classes. We identified 2 major areas of demand: Graphic calculators for math classes and laptops for students who could use the campus computing labs due to scheduling or other conflicts. We used SEA funds to supplement our budget and purchased approximately 500 calculators and 100 laptops.

***Please describe the specific activities supported by SEA funds.***

We used the SEA funds to purchase laptops, and we coordinated with the Math faculty to ensure we bought appropriate models of graphing calculators. We made them available to be checked out, either for the entire semester or for a 3 week period. Last year, we surveyed students who used the program to see if it was meeting their needs, and we found that students were extremely satisfied with this program. Here are a few comments about the calculator loan program from that survey:

We also discovered that the laptop checkout had assisted students in taking classes that they normally wouldn't have been to take because of scheduling issues. These students saw the laptops as an opportunity to enroll in online courses when their schedule conflicted with in-person sections.

Given those comments, it is not surprising that we have created waiting lists for students who would like to checkout laptops and calculators. We often checkout all of our calculators and laptops within the first few weeks of the semester.

***Share any highlights or achievements your group had during the year – refer to the following data if applicable.***

Summary:   Data show that our program has continued to have a positive effect on students, particularly those students who have been historically disadvantaged. The proportion of African American, Asian, DSPS, homeless, foster youth, and financial aid recipients served by this program is significantly higher (more than 50% greater) than the proportion of those same students in the district at large.
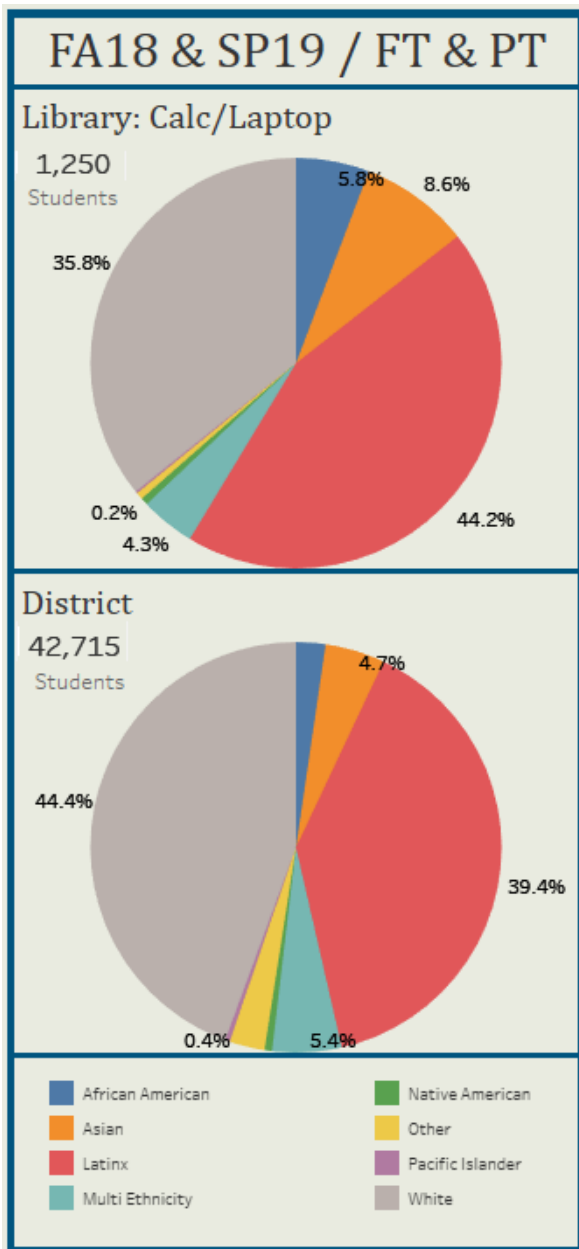
We reach a higher proportion of students from underserved populations when compared to the district's proportion of African American (2.5x), Asian (2x), and Latinx (12% more).

Our program also serves a higher proportion of students who face financial barriers, such as students who are First Generation (33% more), receive financial aid (2x), in foster youth (80% more), or are homeless (50% more). Moreover, the proportion of DSPS is double (2x) that of DSPS student in the district.

In terms of the pillars of success, students who used the program felt more invited & welcomed (5.2% difference) as well as empowered & engaged (18% difference) than the district average. However, the program had lower numbers for the guided & supported area. This difference is small (4.3%), and it is difficult to speculate as to why there is this difference without conducting further research.

When considering traditional academic watermarks, students who used the program had a higher rate of course success (8.8% difference), course retention (3.7% difference), and Fall to Spring persistence (33% difference) when compared to district averages. The Fall to Spring persistence number is 89.7% indicating a strong correlation between this program and student persistence.

# Data

## FA18 & SP19 / FT & PT

### Library: Calc/Laptop

**1,250 Students**



- 5.8%
- 8.6%
- 44.2%
- 4.3%
- 0.2%
- 35.8%

### District

**42,715 Students**



- 4.7%
- 39.4%
- 5.4%
- 0.4%
- 44.4%

**Legend:**
- African American
- Asian
- Latinx
- Multi Ethnicity
- Native American
- Other
- Pacific Islander
- White

## Headcount & Proportion Rates

| | District | Project |
|---|---|---|
| African American | 986 — 2.3% | 72 — 5.8% |
| Asian | 2,006 — 4.7% | 108 — 8.6% |
| Latinx | 16,836 — 39.4% | 553 — 44.2% |
| Multi Ethnicity | 2,327 — 5.4% | 54 — 4.3% |
| Native American | 250 — 0.6% | 7 — 0.6% |
| Pacific Islander | 157 — 0.4% | 2 — 0.2% |
| White | 18,968 — 44.4% | 447 — 35.8% |
| First Gen Student | 10,344 — 24.2% | 403 — 32.2% |
| Received FIN AID | 16,838 — 39.4% | 961 — 76.9% |
| Foster Youth | 678 — 1.6% | 36 — 2.9% |
| LGBTQ | 1,337 — 3.1% | 28 — 2.2% |
| DSPS | 2,824 — 6.6% | 167 — 13.4% |
| Veteran | 1,769 — 4.1% | 39 — 3.1% |
| Homeless | 263 — 0.6% | 11 — 0.9% |

**Totals** 42,715  1,250

**Combined 43,965**

## Library: Calc/Laptop          FA18 & SP19

### Invited & Welcomed



- District: 3.19 (1,892)
- Program: 3.36 (36)

### Guided & Supported

- District: 3.07 (1,848)
- Program: 2.94 (32)

### Engaged & Empowered

- District: 2.45 (1,997)
- Program: 3.00 (34)

### Course Success

- District: 71.8% (104,090)
- Program: 77.7% (4,391)

### Course Retention

- District: 85.3% (104,090)
- Program: 87.9% (4,391)

### FA to SP Persistence

- District: 64.5% (21,499)
- Program: 87.7% (657)