

Library Calculator Loans



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address:

Our goal is to provide technology to students who have limited access to the tools they need to succeed in their classes.

Group Targeted for Intervention:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> LatinX | <input checked="" type="checkbox"/> All | <input type="checkbox"/> New Students | <input type="checkbox"/> Foster Youth |
| <input type="checkbox"/> African American | Students | <input type="checkbox"/> First Gen | <input type="checkbox"/> Homeless |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Female | <input type="checkbox"/> DSPS | <input type="checkbox"/> Economically |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Male | <input type="checkbox"/> LGBT | Disadvantaged |
| <input type="checkbox"/> Hawaiian/Pac Is. | | <input type="checkbox"/> Veterans | <input type="checkbox"/> Adult ED/ESL |
| <input type="checkbox"/> _____ | | <input type="checkbox"/> Other _____ | |

Metrics:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course Completion | <input type="checkbox"/> Matriculation |
| <input checked="" type="checkbox"/> Retention | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> xfer ENGL in 1 Year | <input type="checkbox"/> Degrees |
| <input type="checkbox"/> xfer Math in 1 Year | <input type="checkbox"/> Certificates |
| <input checked="" type="checkbox"/> Access | <input type="checkbox"/> Attain Living Wage |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Outreach |

SEA Funding:

Number of Students Served 1,038
 SEA Funding Amount \$ 0
 SEA Accounts for _____% of Program

PROGRAM PROCESS

PROGRAM RESULTS

Resources (Inputs)

Activities (Outputs)

STUDENT OUTCOMES

PILLARS

What resources are you utilizing?
 Check all that apply.

What are you specifically doing?
 Check all that apply.

Areas where you expect to see change. Check all that apply. *(Credit to Learning Reconsidered 2)*

The impact you expect to have.
 Check all that apply.

(O = Overall project/S = SEA funded)

- O | S**
- Personnel** (working directly on project)
- Faculty
 - Manager
 - Classified Staff
 - Student Employees (peers)
 - STNC

- Materials**
- Supplies
 - Printing/Graphics
 - Textbooks/Magazines/Periodicals

- Services**
- Travel, Workshops
 - Equipment Leases/services
 - External services/contracts

- Equipment/Capital Outlay**
- Furniture
 - Technology equipment/software
 - Instructional/Non-Inst. Equipment

- Direct Student Support**
- Supplies given to students (meal vouchers, books, etc.)
 - Childcare
 - Awards (given for an award received)

(O = Overall project/S = SEA funded)

- O | S**
- Direct Work with Students**
- 1:1 work with students
 - Work with groups of students
 - Work with students prior to college entry
- Support Activities**
- Financial or material assistance (\$, books, etc.)
 - Academic support or preparation
 - Life, career or other skill building
 - Matriculation step support
- Educational Activities**
- Educational programs or workshops
 - Educational planning
 - Curriculum development
- Practitioner-focused Activities**
- Professional/staff development
 - Research

- Other**
- Technology tools or software
 - Marketing, Publicity, PR
 - Referral/Utilization of services
- Other
- _____

Cognitive Complexity

- Critical thinking
- Reflective thinking
- Effective reasoning
- Intellectual flexibility
- Emotional/cognitive integration
- Identity/cognitive integration

Knowledge

- Understanding knowledge from a range of disciplines (acquisition)
- Connecting knowledge to other knowledge, ideas, & experiences (integration)
- Relate knowledge to daily life (application)
- Career decidedness
- Technological competence

Humanitarianism

- Understanding and appreciation of human difference
- Cultural competency
- Social responsibility

Civic Engagement

- Sense of civic responsibility
- Commitment to public life through communities of practice
- Engage in principled dissent
- Effective in leadership

Inter/Intrapersonal Competence

- Realistic self-appraisal and self-understanding
- Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting
- Meaningful relationships
- Interdependence
- Collaboration
- Ability to work with people different from self

Practical Competence

- Effective communication; capacity to manage one's personal affairs
- Economic self-sufficiency and vocational competence
- Maintain personal health and wellness
- Prioritize leisure pursuits
- Living a purposeful and satisfying life
- Media, Technology or Information literacy

Persistence & Academic Achievement

- Manage the college experience to achieve academic and personal success
- Leading to academic goal success including degree attainment

Other:

INVITED & WELCOMED

- Students feel a sense of belonging & a part of the SRJC Community.
- Students introduced to campus activities, support services, and academic programs.
- Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

GUIDED & SUPPORTED

- Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.
- Students have a goal and know how to achieve it.
- Students stay on track – keeping their eye on the prize.

ENGAGED & EMPOWERED

- Students actively contribute to the college community.
- Students feel they are reflected and represented in the campus culture and motivated to contribute.
- Students actively participate in class and extracurricular activities.
- Students feel somebody wants to help them succeed.

SEA Funded Project Inquiry Form

Project Name	Category	Contact	Students Served	Students Enrolled	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
Calculator Loans	Academic Support	S. Avasthi	1038	1191	1	\$ 0	%

Please type in your responses to the below questions within the space provided.

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. One key piece of technology included graphing calculators for math classes. These are expensive pieces of technology that students may not use after passing a math class, so they represent a significant investment for students who are underprivileged and cannot afford to purchase a graphing calculator.

Please describe the specific activities supported by SEA funds.

In 2017 we used SEA funds to supplement our budget and purchased approximately 500 calculators in consultation with Math faculty to ensure we would supply calculators with appropriate functionality. We then check the graphing calculators to students. Previously, the checkout period was for either 3 weeks or the entire semester; however, during the COVID crisis, we have extended our loan period for the entire semester so a one-time physical checkout will assist students while minimizing the risk of spreading infection.

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

Data shows that this program continues to be successful, as it serves students who are disproportionately affected by technology costs and it increases course completion among those groups. For example, 45.8% of students who use the program are from low-income households, which is greater than the district's proportion of low-income students (32%). While 65.7% of low-income students complete courses, 71.6% of these students who use the program complete courses.

The same pattern holds true for Latinx and African American students: The district's student population is comprised of 37.5% Latinx and 2.5% African American students; these students' complete courses at rates of 67.1% and 59.2%, respectively. Students who use our program are 45.1% Latinx and 5.1% African American and complete courses at the respective rates of 72.1% and 73.8%.

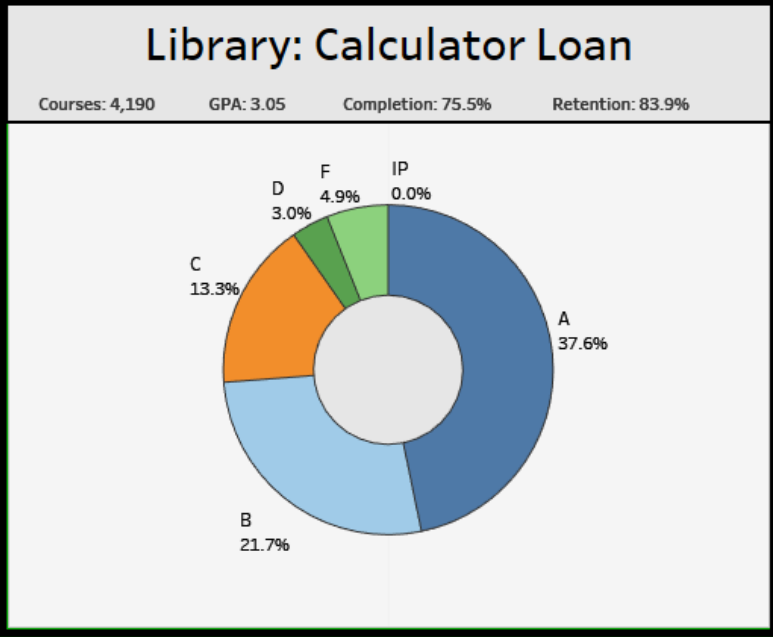
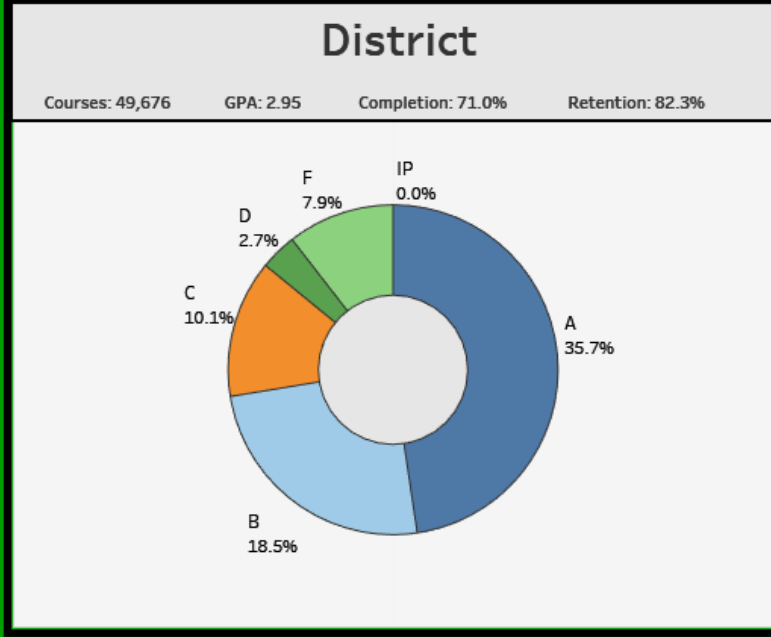
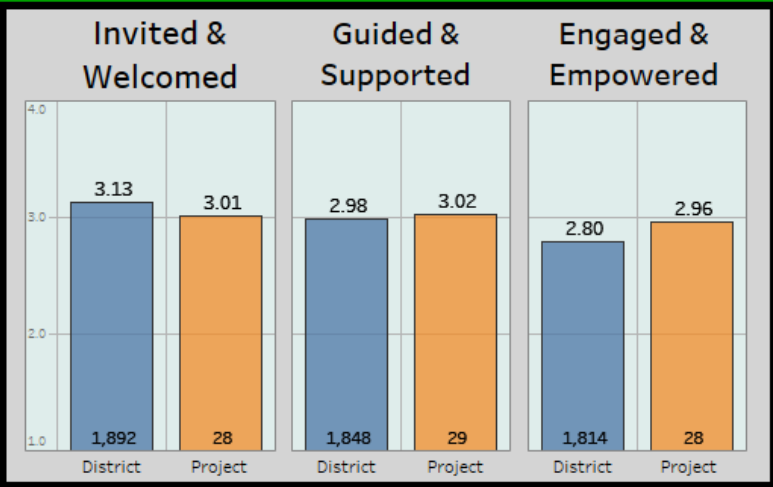
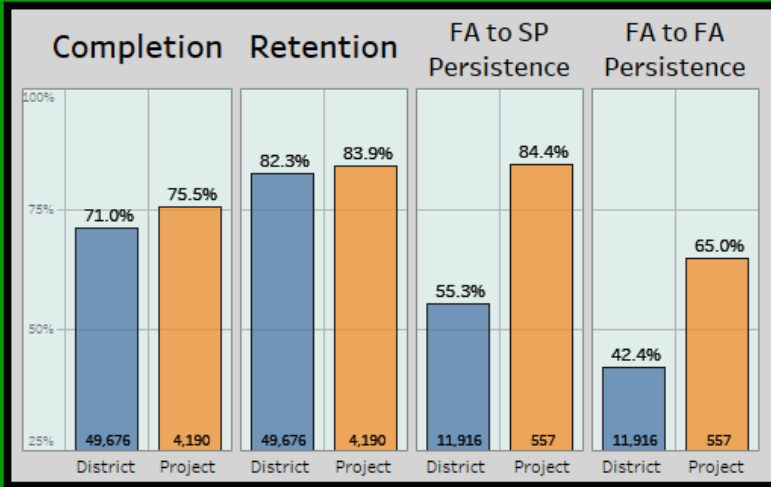
The program also shows a marked increase in persistence. While the 55% of disadvantaged students in the district show fall to spring persistence 84.2% of students in the program persist from fall to spring, and 65.1% persist from fall to fall, as compared to the 42% in the district. These persistence rates suggest that the program has effectively removed barriers that inhibited student success, especially when considering the obstacles faced by disadvantaged students.

District & SEA Project Comparison

FA19 & SP20

FT & PT

Library: Calculator Loan



District & SEA Project Comparison

FA19 & SP20

FT & PT

Library: Calculator Loan

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 FA19 to FA20)</small>			
	District	Project		District	Project		District	Project		District	Project	
African American	935 2.5%	61 5.1%	African American	59.2%	73.8%	African American	77.0%	80.8%	African American	47.2%	85.7%	
Asian	1,515 4.0%	73 6.1%	Asian	73.1%	78.9%	Asian	83.7%	90.2%	Asian	58.3%	89.5%	
Filipino	347 0.9%	10 0.8%	Filipino	69.2%	78.9%	Filipino	82.8%	84.2%	Filipino	51.4%	80.0%	
LatinX	14,230 37.5%	537 45.1%	LatinX	67.1%	72.1%	LatinX	80.9%	82.9%	LatinX	56.7%	84.8%	
Multi Ethnicity	2,182 5.8%	52 4.4%	Multi Ethnicity	72.1%	79.2%	Multi Ethnicity	82.4%	84.7%	Multi Ethnicity	56.2%	88.5%	
Native American	220 0.6%	5 0.4%	Native American	69.0%	93.3%	Native American	81.9%	100.0%	Native American	48.1%	50.0%	
Pacific Islander	158 0.4%	3 0.3%	Pacific Islander	63.7%	66.7%	Pacific Islander	82.1%	83.3%	Pacific Islander	43.8%	100.0%	
White	16,255 42.9%	423 35.5%	White	74.1%	79.8%	White	83.3%	85.2%	White	57.0%	83.1%	
First Gen	9,313 24.6%	345 29.0%	First Gen	68.9%	72.5%	First Gen	81.6%	84.2%	First Gen	55.3%	81.4%	
Low Income	12,174 32.1%	545 45.8%	Low Income	65.7%	71.6%	Low Income	79.0%	81.5%	Low Income	56.7%	83.8%	
DSPS	2,866 7.6%	153 12.8%	DSPS	74.2%	71.6%	DSPS	82.3%	78.2%	DSPS	71.8%	87.8%	
Veteran	919 2.4%	26 2.2%	Veteran	68.0%	80.7%	Veteran	83.3%	85.5%	Veteran	52.4%	92.9%	
Foster Youth	654 1.7%	22 1.8%	Foster Youth	53.4%	48.1%	Foster Youth	71.7%	59.3%	Foster Youth	47.7%	100.0%	
LGBTQ	592 1.6%	16 1.3%	LGBTQ	61.9%	49.2%	LGBTQ	77.9%	49.2%	LGBTQ	40.0%	66.7%	
Homeless	92 0.2%	2 0.2%	Homeless	35.7%	33.3%	Homeless	62.5%	33.3%	Homeless	21.4%	100.0%	
Totals	37,933	1,191	Averages	71.0%	75.5%	Averages	82.3%	83.9%	Fall to Spring	55.0%	84.2%	
									Fall to Fall	42.0%	65.1%	
			Combined Average	71.4%	DI < 69.4%	Combined Average	83.2%	DI < 81.2%	FA to SP Average	63.5%	FA to FA Average	46.9%