

Library Reserve Textbooks

SEA Project Annual Goals Cover Sheet



Over-arching issues we are trying address:

Our goal is ACCESS for students who have limited funds to purchase textbooks

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All	<input type="checkbox"/> New Students	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>2,630</u> SEA Funding Amount \$ <u>20,000</u> SEA Accounts for <u>100%</u> of Program
<input type="checkbox"/> African American	Students	<input type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input type="checkbox"/> Asian	<input type="checkbox"/> Female	<input type="checkbox"/> DSPS	<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input type="checkbox"/> Degrees	
<input type="checkbox"/> Native American	<input type="checkbox"/> Male	<input type="checkbox"/> LGBT	<input type="checkbox"/> Veterans	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Other	<input type="checkbox"/> Adult ED/ESL	<input checked="" type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input type="checkbox"/>				<input type="checkbox"/> Other	<input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i> (O = Overall project/S = SEA funded) O S Personnel (working directly on project) <input type="checkbox"/> Faculty <input type="checkbox"/> Manager <input type="checkbox"/> Classified Staff <input type="checkbox"/> Student Employees (peers) <input type="checkbox"/> STNC Materials <input type="checkbox"/> Supplies <input type="checkbox"/> Printing/Graphics <input checked="" type="checkbox"/> Textbooks/Magazines/Periodicals Services <input type="checkbox"/> Travel, Workshops <input type="checkbox"/> Equipment Leases/services <input type="checkbox"/> External services/contracts Equipment/Capital Outlay <input type="checkbox"/> Furniture <input type="checkbox"/> Technology equipment/software <input type="checkbox"/> Instructional/Non-Inst. Equipment Direct Student Support <input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.) <input type="checkbox"/> Childcare <input type="checkbox"/> Awards (given for an award received)	What are you specifically doing? <i>Check all that apply.</i> (O = Overall project/S = SEA funded) O S Direct Work with Students <input type="checkbox"/> 1:1 work with students <input type="checkbox"/> Work with groups of students <input type="checkbox"/> Work with students prior to college entry Support Activities <input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.) <input type="checkbox"/> Academic support or preparation <input type="checkbox"/> Life, career or other skill building <input type="checkbox"/> Matriculation step support Educational Activities <input type="checkbox"/> Educational programs or workshops <input type="checkbox"/> Educational planning <input type="checkbox"/> Curriculum development Practitioner-focused Activities <input type="checkbox"/> Professional/staff development <input type="checkbox"/> Research Other <input type="checkbox"/> Technology tools or software <input type="checkbox"/> Marketing, Publicity, PR <input type="checkbox"/> Referral/Utilization of services Other <input type="checkbox"/> _____	Areas where you expect to see change. <i>Check all that apply.</i> (Credit to Learning Reconsidered 2) Cognitive Complexity <input type="checkbox"/> Critical thinking <input type="checkbox"/> Reflective thinking <input type="checkbox"/> Effective reasoning <input type="checkbox"/> Intellectual flexibility <input type="checkbox"/> Emotional/cognitive integration <input type="checkbox"/> Identity/cognitive integration Knowledge <input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input type="checkbox"/> Relate knowledge to daily life (application) <input type="checkbox"/> Career decidedness <input type="checkbox"/> Technological competence Humanitarianism <input type="checkbox"/> Understanding and appreciation of human difference <input type="checkbox"/> Cultural competency <input type="checkbox"/> Social responsibility Civic Engagement <input type="checkbox"/> Sense of civic responsibility <input type="checkbox"/> Commitment to public life through communities of practice <input type="checkbox"/> Engage in principled dissent <input type="checkbox"/> Effective in leadership Inter/Intrapersonal Competence <input type="checkbox"/> Realistic self-appraisal and self-understanding <input type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input type="checkbox"/> Meaningful relationships <input type="checkbox"/> Interdependence <input type="checkbox"/> Collaboration <input type="checkbox"/> Ability to work with people different from self	The impact you expect to have. <i>Check all that apply.</i> INVITED & WELCOMED <input type="checkbox"/> <input type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community. <input type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated. GUIDED & SUPPORTED <input type="checkbox"/> <input type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input type="checkbox"/> Students have a goal and know how to achieve it. <input type="checkbox"/> Students stay on track – keeping their eye on the prize. ENGAGED & EMPOWERED <input type="checkbox"/> <input type="checkbox"/> Students actively contribute to the college community. <input type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute. <input type="checkbox"/> Students actively participate in class and extracurricular activities. <input type="checkbox"/> Students feel somebody wants to help them succeed.

2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
Reserve Textbooks	Academic Support	Smita Avasthi	2,630	2,698	1	\$20,000	100%

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 ACCESS for students who have limited funds to purchase textbooks. We use SEA funds to purchase multiple copies of textbooks for Learning Community classes so students can extend the typical 2-hour checkout period for items on course reserve. Once the books were returned, we would begin the cycle again for students who enrolled in the next Learning Community.

Please describe the specific activities supported by SEA funds.

We consulted with faculty in Learning Communities to purchase required textbooks for their classes. Once we purchased the textbooks, we made them available for semester-long checkouts for students in the Learning Community. To ensure all students had access, we would purchase up to 30 copies of a required book. Students could then take the books home so they could complete assignments without relying on the library's open hours. In the process of implementing this program, we realized that, because instructors would change their curriculum from year to year, we ended up with a surplus of textbooks that would not be used again, and we discovered that the project incurred staffing costs. Thus, we collaborated with the Office of Student Equity to devise a more sustainable way to provide no-cost textbooks to students, starting in the 2020-2021 academic year.

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

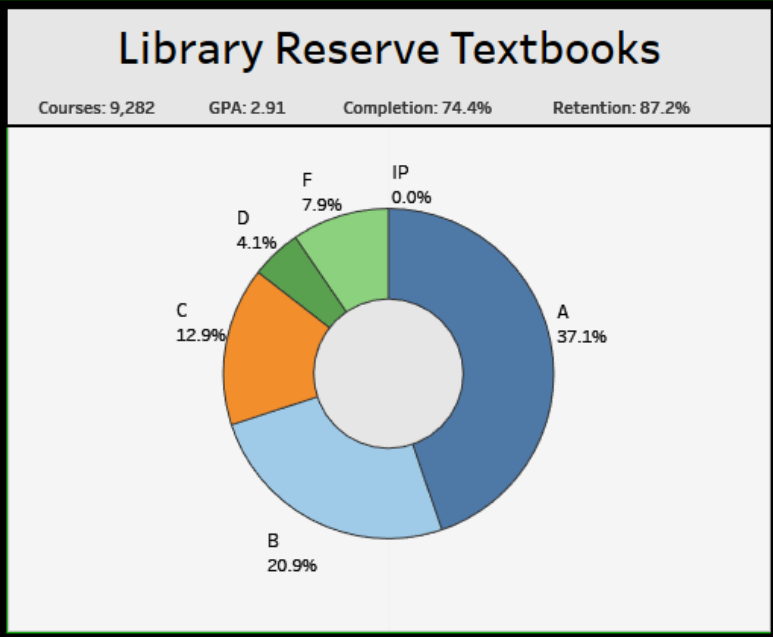
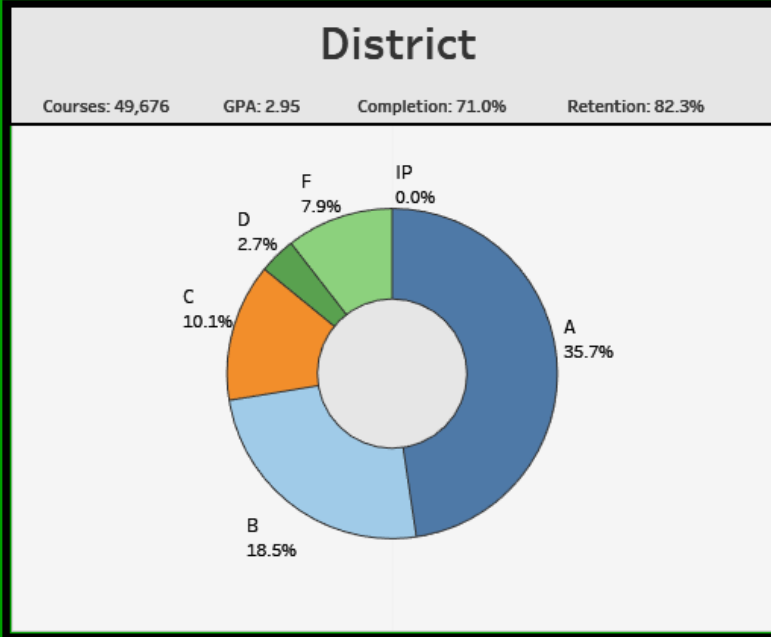
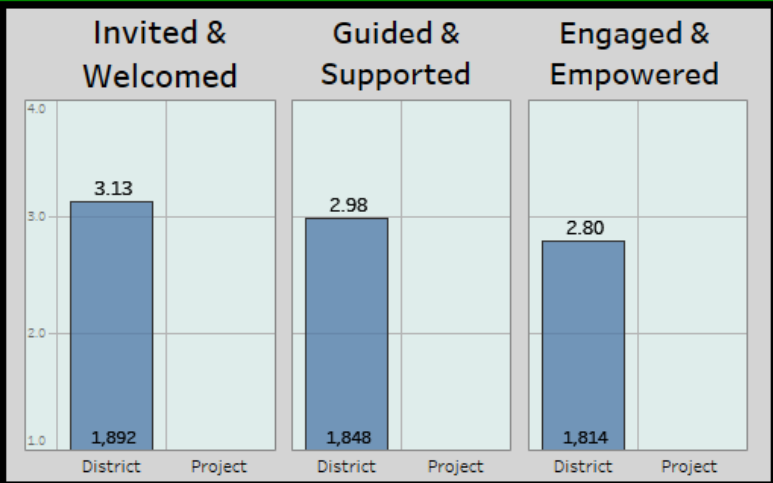
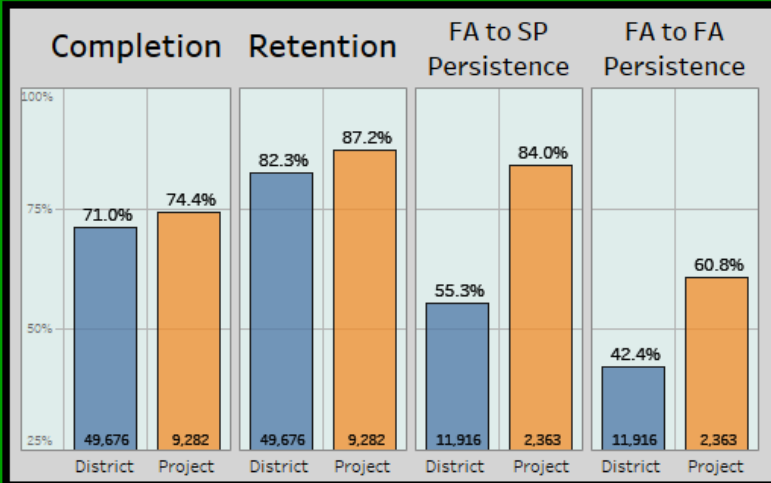
We collaborated with the Office of Student Equity to revise this program because the effects were demonstrably useful. The program reached targeted populations. For example, we reach low-income, Latinx, and African American students at a rate that is higher than the proportion that these student populations make of the district's overall enrollment. The district student population includes 32.1% of low-income students, 37.5% Latinx students, and 2.5% African American students. Of the students who use our program, 5.6% are African American, 45.4% are Latinx, and 44.4% are from low-income households. These students also have higher rates of course completion. African American students from the district complete courses at a rate of 59.2% while 71% of African American students who use the program complete classes. The same is true of Latinx and low-income students; the overall rate of course completion is 67.1% and 65.7%, respectively. When using our program, the rate of course complete increases to 71.3% of Latinx students and 70.5% of low-income students. The program also increases persistence. While the district's average persistence from fall to spring for disadvantaged students is 55%, students in this program persisted at a rate of 83.9%. The same is accurate for fall to fall persistence where the numbers go from 42% to 60.6%. Thus, we believe that this program should be extended as it is successful, which is why we worked with the Office of Student Equity to develop alternative means of providing no-cost textbooks to disadvantaged students.

District & SEA Project Comparison

FA19 & SP20

FT & PT

Library Reserve Textbooks



District & SEA Project Comparison

FA19 & SP20

FT & PT

Library Reserve Textbooks

Headcount & Proportion

	District	Project
African American	935 2.5%	151 5.6%
Asian	1,515 4.0%	174 6.5%
Filipino	347 0.9%	31 1.2%
LatinX	14,230 37.5%	1,222 45.4%
Multi Ethnicity	2,182 5.8%	140 5.2%
Native American	220 0.6%	14 0.5%
Pacific Islander	158 0.4%	12 0.4%
White	16,255 42.9%	841 31.3%
First Gen	9,313 24.6%	732 27.2%
Low Income	12,174 32.1%	1,194 44.4%
DSPS	2,866 7.6%	309 11.5%
Veteran	919 2.4%	39 1.4%
Foster Youth	654 1.7%	44 1.6%
LGBTQ	592 1.6%	47 1.7%
Homeless	92 0.2%	18 0.7%

Totals 37,933 2,691

Course Completion

	District	Project
African American	59.2%	71.0%
Asian	73.1%	80.7%
Filipino	69.2%	69.2%
LatinX	67.1%	71.3%
Multi Ethnicity	72.1%	73.6%
Native American	69.0%	58.8%
Pacific Islander	63.7%	72.2%
White	74.1%	78.6%
First Gen	68.9%	70.8%
Low Income	65.7%	70.5%
DSPS	74.2%	69.5%
Veteran	68.0%	61.8%
Foster Youth	53.4%	63.5%
LGBTQ	61.9%	78.6%
Homeless	35.7%	41.5%

Averages 71.0% 74.4%

Combined Average **71.4%** DI < **69.4%**

Course Retention

	District	Project
African American	77.0%	86.9%
Asian	83.7%	90.6%
Filipino	82.8%	89.4%
LatinX	80.9%	86.3%
Multi Ethnicity	82.4%	86.3%
Native American	81.9%	76.5%
Pacific Islander	82.1%	80.6%
White	83.3%	88.2%
First Gen	81.6%	86.2%
Low Income	79.0%	84.6%
DSPS	82.3%	81.5%
Veteran	83.3%	81.7%
Foster Youth	71.7%	81.8%
LGBTQ	77.9%	90.6%
Homeless	62.5%	62.3%

Averages 82.3% 87.2%

Combined Average **83.2%** DI < **81.2%**

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2%	83.6%
Asian	58.3%	86.1%
Filipino	51.4%	85.7%
LatinX	56.7%	84.8%
Multi Ethnicity	56.2%	78.6%
Native American	48.1%	64.3%
Pacific Islander	43.8%	63.6%
White	57.0%	84.2%
First Gen	55.3%	83.8%
Low Income	56.7%	81.5%
DSPS	71.8%	87.3%
Veteran	52.4%	73.0%
Foster Youth	47.7%	78.9%
LGBTQ	40.0%	84.1%
Homeless	21.4%	53.8%

Fall to Spring 55.0% 83.9%
Fall to Fall 42.0% 60.6%

FA to SP Average **63.5%** FA to FA Average **46.9%**