Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: _Smita Avasthi, Library and Information Resources

Department_____

Project Name: __Calculators and Laptop Loan Program

Project Outcomes
1. Describe the project, including activities utilized and intended outcomes.

   This project entailed using Student Equity funds to purchase graphing calculators and laptops to be available for check out, so students who could not afford these technologies would have access to them. Graphing calculators are often required for math classes, and many students do not have access to computers or the Internet at home. Our target population is students from underrepresented groups, including those who have financial need or are from marginalized backgrounds. Our intended outcomes were that students would improve their academic performance.

Which Student Equity Indicator(s) is your project expecting to impact?	○ Access ○ Course Completion ○ ESL and Basic Skills ○ Degree / Cert Completion ○ Transfer
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	○ Invited and Welcomed ○ Engaged and Empowered ○ Guided and Supported ○ Succeeding and Completing

2. Reflect on the data provided by the Office of Institutional Research.
   a. Based on your project's student population data, what student groups is your project serving? Please provide a brief explanation for these results.

OIR data show our calculator/laptop loan program serves a greater percentage of students from 7 underrepresented groups when compared to the District's student population. For example, 53.5% of students using the program are Latino while 37.7% of the District's students are Latino. Other groups who use the program in greater proportion are African American and Latino students, while the proportions are equal for Multi-ethnic and Native American students. In terms of background and experience, the program serves a greater proportion of the District's first generation, disabled, and homeless students as well as foster youth and those students who have financial need. Thus, it serves 7 types of students who are vulnerable to an equity gap.

   b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

Student equity data show students who use the program have better academic outcomes in all four areas: Course Success, Course GPA, Course Retention, and Persistence. The course success rate increased by 5.61% and course retention increased by 2.87%. Students' GPA increased by 3.1%. In terms of persistence, the gains are even more

dramatic: There was an impressive 41.95% gain in persistence when students had ready access to calculators and/or laptops.

    c.   Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?

Based upon Student Survey data, the program positively affected all of the pillars defined by the Integrated Student Success Committee. The smallest gain was an increase of 7.08% in the "Invited & Welcomed" category. In the "Guided and Supported" area, the increase was more pronounced at 12.99%. The biggest gain was in the "Engaged and Empowered" program with an 18.69% increase. These findings may illustrate that students who have ready access to technology have the freedom to devote their energies to ideas and culture of SRJC, as they are not weighted by the financial pressures of buying calculators or laptops.
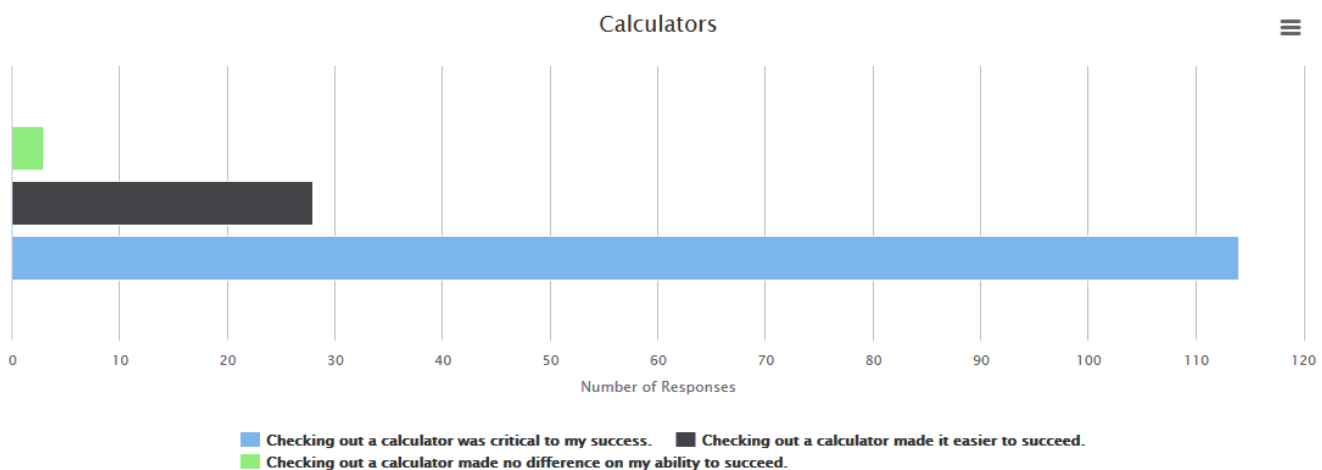
3.   Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

The laptop and calculator loan program has helped SRJC become a more equitable institution for 7 underrepresented groups, both in terms of achieving academic outcomes and ISSC's goals. Students who are traditionally disenfranchised use the program in greater proportion, have higher rates of academic success, and have a more positive student experience. While individual numbers fluctuate, the trend towards improvement in academic outcomes and student success indicators remains steady, even when we disaggregate data by ethnicity or gender. Our calculator and laptop loan program helps to close the equity gap because it not only reaches underrepresented students but also improves all of their academic outcomes (particularly persistence) and all three pillars of student success.

Evaluation and Project Improvement

4.   Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.

In addition to data from OIR, we conducted a survey of students who had checked calculators to measure the importance of this service on student success. Our survey showed students find this service either facilitates (19%) or is crucial to (79%) their success. The graph below illustrates how much students value this program:

Calculators

Number of Responses

■ Checking out a calculator was critical to my success.   ■ Checking out a calculator made it easier to succeed.
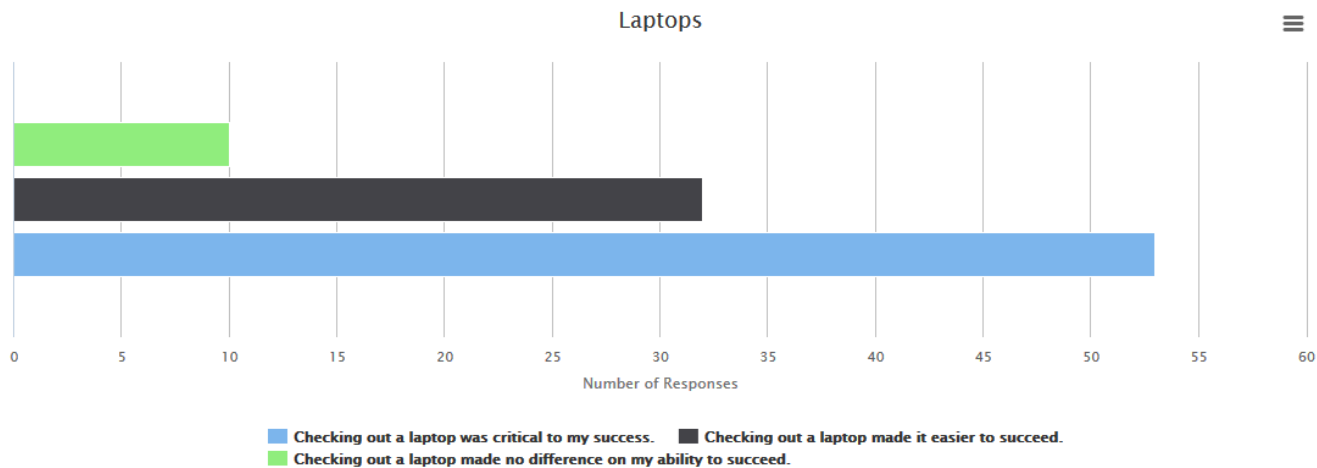■ Checking out a calculator made no difference on my ability to succeed.

The value of the program was reiterated in student comments. Here is an unedited sampling of the comments:

- "Renting a calculator saved me lots of money and therefore stress!"

- "The calculator that I rented is very expensive, so being able to rent it really helped relieve some of the stress with school and supporting myself. I do believe that if people had to spend so much money that it could hinder ones ability to feel that they can succeed and perhaps give up."
- "It was required for my class, and it was very expensive to me. it was very useful, I could not pass my class without it. thank you for every thing."
- "With out a calculator I would've been serverly behind in my studies and unable to complete my courses."

We found similar results when students were asked about the impact of the laptop loan program. Our survey showed students find this service either facilitates (34%) or is crucial to (56%) their success. The graph details the survey results:

The comments from students reinforce how important this technology was to their success; here are a few unedited responses:

- "It has helped me do my homework otherwise I wouldn't be able to do them and fail my classes."
- "I do not own a computer. I was finally able to take online clases from by checking out a laptop."
- "Without the loaner Laptop, it would've been challenging to complete my homework before going home. I have three children and ca not stay late to finish my work. I often times do homework from home late at night."
- "I wouldn't of been able to do most of my school work without it!! All my research papers and things I had to turn in on canvas."

5. What is your long term vision for the project?

As we have demonstrated, having technology available for checkout is vital for student success, so our long-term vision includes maintaining or expanding the program as much as we can. Laptops and calculators remain in high demand; our circulating staff tells us that they have waiting lists. We hope to have increased funding to purchase laptops and calculators so students can rely upon us to have the technology they need to succeed. Until we can acquire more funding, we will continue to provide calculators and laptops as frequently as possible.

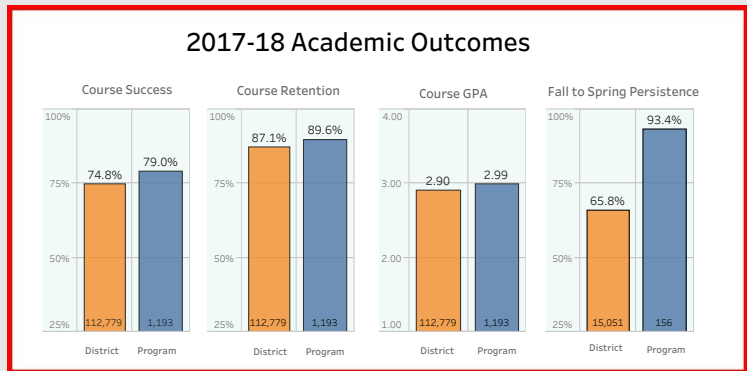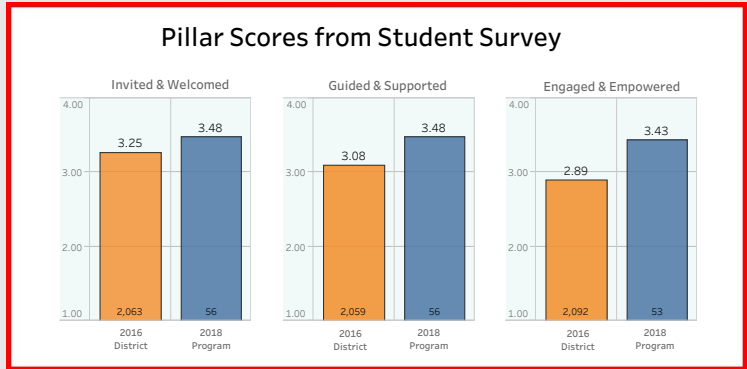6. What can the Integrated Student Success Committee do to support your project?

The Student Success Committee can support this program by helping us establish a stable funding source to maintain this program. It can also assist us in finding and applying for grants, particularly related to STEM or online education, as the calculators and laptops proved invaluable for students in these programs.

Student Equity & Achievement Data:
Library: CALC/Laptop: FA17 & SP18

Program
Library: CALC/Laptop

Gender	Ethnicity
All	All
First Gen	**Financial Need**
All	All
DSPS	**Veteran**
All	All
Foster Youth	**Homeless**
All	All
LGBTQ	**FT/PT Status**
All	All
Term	**Matric Status**
FA17 & SP18	All

Program Participation Rate

	District	Program
African American	1,088 / 2.4%	29 / 8.5%
Asian	2,289 / 5.0%	5 / 1.5%
Latino	17,346 / 37.7%	182 / 53.5%
Multi-Ethnicity	2,571 / 5.6%	19 / 5.6%
Native American	279 / 0.6%	2 / 0.6%
Other	421 / 0.9%	1 / 0.3%
Pacific Islander	164 / 0.4%	0 / 0.0%
White	21,824 / 47.5%	102 / 30.0%
First Gen Student	10,900 / 23.7%	128 / 37.6%
DSPS	4,311 / 9.4%	121 / 35.6%
Veteran	1,712 / 3.7%	9 / 2.6%
Foster Youth	775 / 1.7%	29 / 8.5%
Homeless	187 / 0.4%	8 / 2.4%
LGBTQ	1,237 / 2.7%	1 / 0.3%

Pillar Scores from Student Survey

Invited & Welcomed
- 2016 District: 3.25 (2,063)
- 2018 Program: 3.48 (56)

Guided & Supported
- 2016 District: 3.08 (2,059)
- 2018 Program: 3.48 (56)

Engaged & Empowered
- 2016 District: 2.89 (2,092)
- 2018 Program: 3.43 (53)

2017-18 Academic Outcomes

Course Success
- District: 74.8% (112,779)
- Program: 79.0% (1,193)

Course Retention
- District: 87.1% (112,779)
- Program: 89.6% (1,193)

Course GPA
- District: 2.90 (112,779)
- Program: 2.99 (1,193)

Fall to Spring Persistence
- District: 65.8% (15,051)
- Program: 93.4% (156)

Notes:

<u>Selectable Filters</u> (upper left):
Specify the groups to compare on the **Program Participation Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.

<u>Program Particiaption Rate</u>:
Compares individual headcount and proportion (%) of district population with the selected program of intetrest (unduplicated by term).

<u>Pillar Scores from Survey</u>:
Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.
A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.

<u>2017-18 Acedamic Outcomes</u>:
Success, Retention, and GPA comparisons between district average and program of intetrest - individual students are duplicated by enrollments.
Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

<u>Unduplicated by term</u>: A individual student is represented once per term, yet may be counted twice for the acedemic year if enrolled in both terms (select Term filter to dissagregate further).
<u>Course Success</u>: Passing grade of "C" or better.
<u>Course Retention</u>: Any non "W" grade.
<u>Spring to Fall Persistence</u>: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.