

# Student Success and Equity Project Evaluation 2017-18



**Project Contact Name & Department:** Lauren Servais, English Department

**Project Name:** Peer Assisted Learning Specialist (PALS) Program

**Project Outcomes**

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

The PALS Program is a Student Equity Initiative to end disproportionate Impact in Basic Skills and CTE courses through supplemental instruction. Its goal is to increase the number of underrepresented students who complete degree-applicable level English and Math courses, particularly Latino, African American, Pacific Islander, American Indian, Economically Disadvantaged, and Students with disabilities.

The PALS Program provide the following:

- (1) Instructional Assistance: We are providing assistance to instructors through the reader duties PALS perform.
- (2) Peer-mentoring and tutoring: We’re providing embedded tutoring to our students so that they can find greater success in the classroom. PALS attend class at least one hour a week.
- (3) PALS Leadership: We’re developing our PALS, so they can grow and flourish as students and leaders.

We had a total of 15 Sections in Summer 2017, 49 sections in Fall 2017, and 59 sections in Spring 2018.

Supplemental instruction and embedded tutoring are best practices. Rather than asking students to seek out help, help is available directly in the classroom. In addition, we’re normalizing help-seeking; we’re changing the paradigm, so students come to understand that tutoring is what successful students do to learn and continue to be successful.

Another best practice is the way embedded tutoring has invited faculty to change what they do in the classroom and re-envision out-of-class tutoring for their courses. Through informal feedback and presentations, faculty have shared the ways they have incorporated their PALS into the class through active learning assignments, student conferences and other in-class activities that enable PALS to work directly with students. In addition, many PALS in Math, lead study sessions, while many English PALS meet with students in writing conferences outside of class.

<b>Which Student Equity Indicator(s) is your project expecting to impact?</b>	<input type="radio"/> Access <input checked="" type="radio"/> ESL and Basic Skills <input type="radio"/> Transfer	<input checked="" type="radio"/> Course Completion <input type="radio"/> Degree / Cert Completion
<b>Which of the Integrated Student Success Goal(s) is the primary focus of your project?</b>	<input type="radio"/> Invited and Welcomed <input type="radio"/> Engaged and Empowered <input type="radio"/> Guided and Supported <input checked="" type="radio"/> 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.

As mentioned previously, PALS are in gatekeeper Math, English, and CTE courses, and as a result, the PALS Program serves a broad range of students as demonstrated in the following table:

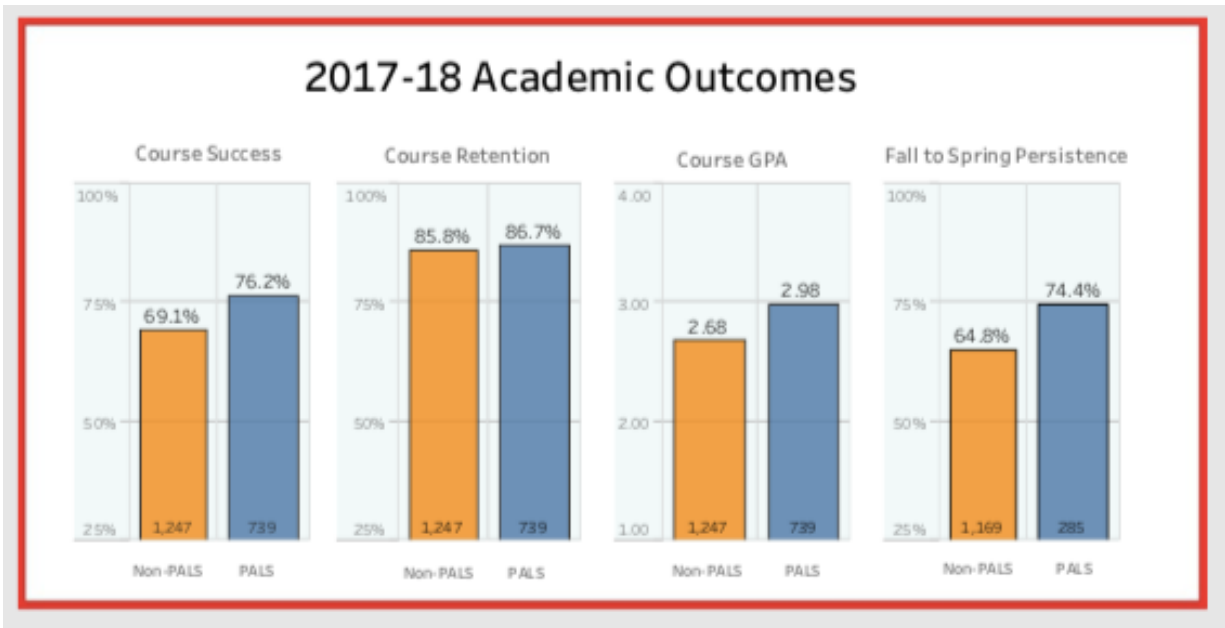
	Non-PALS	PALS
<b>Total</b>	<b>6,634</b>	<b>2,151</b>
African American	187 2.8%	53 2.5%
Asian	275 4.1%	97 4.5%
Latino	2,807 42.3%	950 44.2%
Multi-Ethnicity	397 6.0%	116 5.4%
Native American	37 0.6%	13 0.6%
Other	45 0.7%	7 0.3%
Pacific Islander	25 0.4%	5 0.2%
White	2,861 43.1%	910 42.3%
First Gen Student	1,771 26.7%	631 29.3%
DSPS	777 11.7%	296 13.8%
Veteran	229 3.5%	79 3.7%
Foster Youth	127 1.9%	38 1.8%
Homeless	25 0.4%	14 0.7%
LGBTQ	201 3.0%	69 3.2%

- 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?

No one questions the importance of tutoring; it is clearly foundational in the success of students. What has proven difficult is providing direct evidence of course success as the result of tutoring. The PALS Program is unique in that tutoring is embedded directly in courses, so students do not opt in; rather, tutoring and mentoring are normalized in the class. Over the years, the question that we've grappled with is how to measure impact. Do we measure only those students who work directly with PALS or do we measure the success of all students in the class who work directly and indirectly with PALS?

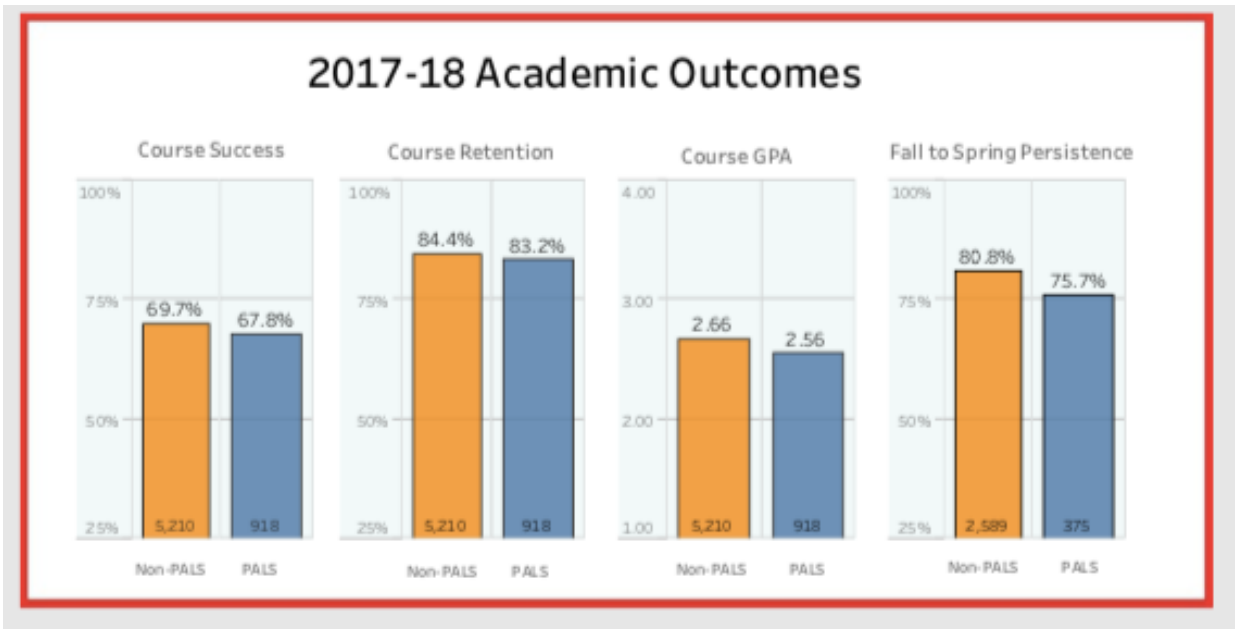
Currently we measure those students who work directly with PALS.

In CTE, our PALS are finding great success. As the table below shows, PALS sections outperformed non-PALS sections in all Academic Indicators:

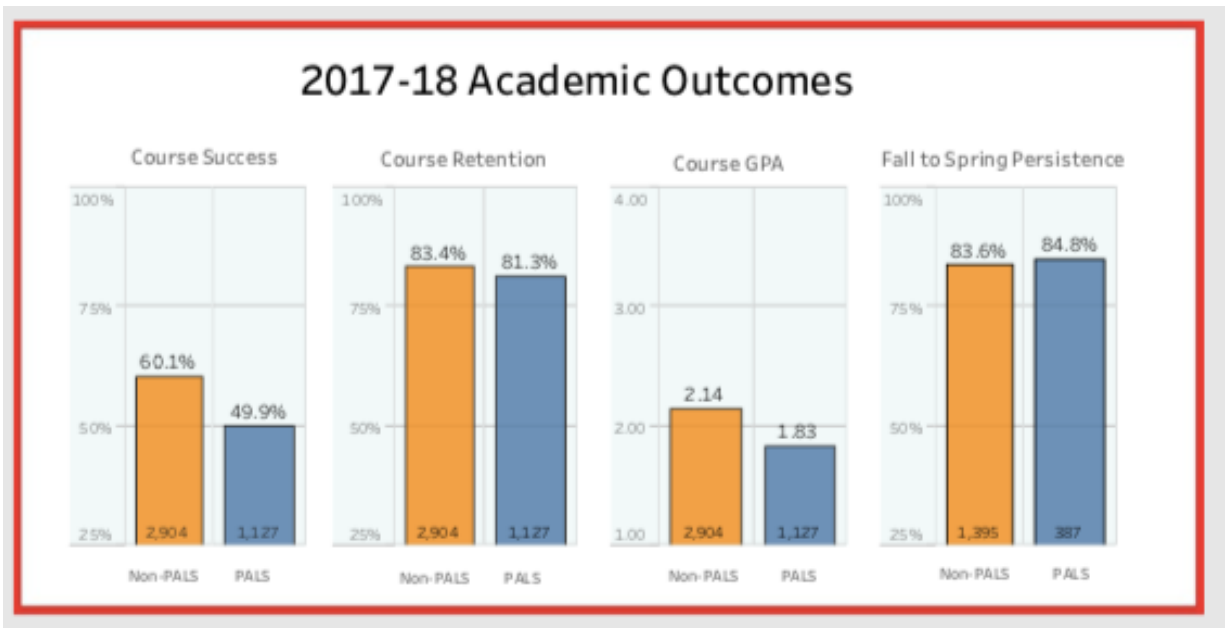


In both English and Math, our PALS found less “Academic Outcomes” success than past years. However, we recognize that much happened last year that could have interfered with success, and we recognize that PALS are one-semester interventions for students. More data is needed on the long-term impact of PALS on individual students across their SRJC careers.

In English, students in PALS sections performed slightly lower than district averages, as shown in the table below:

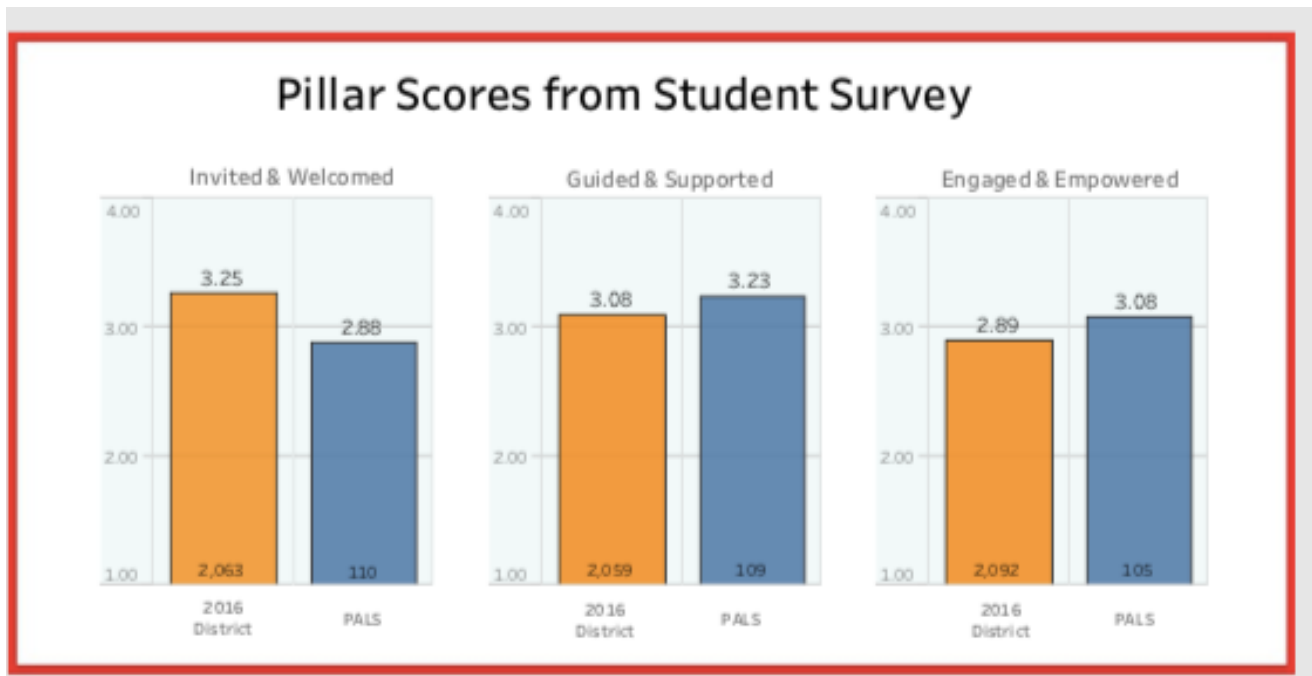


Similarly, in Math, students in PALS sections performed slightly lower than district averages, as shown in the table below:



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

Based on Fall 2017 and Spring 2018 data for all sections, students in the PALS program are feeling Guided and Supported and Engaged and Empowered.



3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

Many students enter college with negative views of “extra help.” In high school, tutoring is regarded as something needed by students who can’t succeed on their own. In college, the paradigm shifts and we expect successful students to “utilize their resources” and participate in on-going tutoring. PALS normalizes help-seeking. Further, rather than require students to seek tutoring and mentoring, it brings both into the classroom.

In the future, we would like to follow students who’ve had PALS support to determine its impact on future success.

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

PALS regularly assess the effectiveness of the PALS program to make needed changes. At Kick-off meetings and the Mid-Semester check-in, PALS share their observations and problem-solve to increase the effectiveness of their work with students and the program as a whole.

In addition, we collect data from faculty participating in the PALS program. Please see attached document.

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

PALS will help us meet the changes in Math and English as a result of AB 705. We already have 21 PALS in Math and 21 In English. We will need time to work more closely with Math and English departments to further refine the PALS program and institute changes that will more effectively meet the new demands of open-access Math and English Courses.

As we move forward, the question is whether PALS will be more fully integrated into departments or in our district-wide tutoring efforts.

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

There is continued demand for more PALS in CTE, English, and Math, and from departments not currently given PALS support. Instructors know the benefit of tutoring, and they know how their students could benefit by embedded tutoring support. Further, in light of AB705, there will be a need for PALS in Statistics, which is not currently provided. In addition, there will be increased need for PALS in English 1A, beginning Fall 2019, when the course becomes an open-access Composition course.

As mentioned above, we would like to collect long-term data on students in PALS sections to determine impact on success beyond the PALS intervention.

***Please submit to [gbertone@santarosa.edu](mailto:gbertone@santarosa.edu) by September 17<sup>th</sup> 2018***

Data from our Faculty partners:

### **Agriculture:**

“The PALS program has consistently allowed me to provide better support to students who need more support in my soil science class. My PALS specialist has been able to meet with students for group review sessions and one on one support outside of my office hours schedules. These activities have directly improved students’ performance on exams and assignments. The peer mentoring focus of PALS also provides students with a safer space to express their challenges. Students have approached my PALS student numerous times to discuss challenges that they were having in the class that they did not feel comfortable approaching me about. Lastly, working as a PALS specialist is great for building confidence and career skills in the student mentors. I think PALS is a great student support program at SRJC and I am grateful to have my class participate.”

### **Communications:**

“Probably a third of my classes are students seeking a certificate, students who don’t plan on pursuing further education like an AS or a BA, for a variety of reasons. In a traditional four-year degree in my field, a student would take a class dedicated solely to writing, and they would take another class dedicated solely to cinematography, and another class solely to sound design, etc. For students who can’t invest in a four-year degree, we accelerate this model and try to give students enough theory and application to be meaningful and helpful for their career, in under 30 units. So we combine topics and jam a lot together in each class, mixing lots of theory and hands-on. This is a great challenge for us teachers in these fields. Having an assistant makes this demonstrably better for everyone. It clearly increases the quality of the content as well as the classroom experience. Having an assistant like a PAL allows me to:

- Teach all the gear that is important because we can break off into multiple small groups at a time
- Let more people access more of the gear for longer periods of time
- Let students specialize more to pursue what interests them
- Give more directed attention to students’ individual needs

The difference between my classes before PALs versus after PALs is significant. I’m not sure how one demonstrates that this leads to completers, but I’d have to say it does. Having a PAL makes the education better; it makes the experience for the student better; and it makes for a stronger program overall.

I would add one last point – PALs is also really good for the assistants themselves. I’ve had two assistants since this program began: Tevin and Tanya. Tevin is a quiet, shy, bookish African-American kid who over the last two years gained an incredible confidence in his skills and himself. I was able to take him with me on a shoot in Israel two years ago and it really opened his eyes to the world. Tevin got his AS and then transferred to Cal State Monterey Bay to study digital media. I don’t think he would have had the confidence to move away from home if it weren’t for his experiences with our program. Tanya is a 26 year old Mexican woman who has a BA in Business and took a film class two years ago and fell in love with it. Like Tevin, she is also very shy and intellectual – she loves ComicCon and goes every year with her sister. Tanya has become a real super-star in the program. Every semester her scripts get chosen by her peers as best in class; she has screened her films in the Student Film Festival two years in a row; and last year our visiting filmmaker Finn Taylor picked her script out of 22 submissions and they collaborated together to make “School Spirit.” Tanya graduated last year and now is applying to elite film programs around the country to pursue a Master’s Degree in film. Despite being incredibly competitive (many of these programs accept just 15 students a year), I think she will get in. Like Tevin, it’s hard to imagine Tanya blossoming the way she did if it weren’t for the opportunities she got through the PALs program.”

“PALS, especially during a time when instructional aides have been cut, have become essential to the smooth operation of the journalism program.

**Journalism 1** is a UC transferrable course with a 27.5 percent load because it is writing intensive, similar to English courses.

Pals in Journalism 1 help in the following ways that benefit students:

- Return graded assignments sooner, thus improving “service” to students.
- Ensure that every student gets attention during in-class writing exercises.

- Help post scores and solve Canvas issues that can create confusion for students.
- Identify students who are falling behind via Canvas so the instructor can contact them directly.
- Offer a second set of eyes on every written assignment.
- Field questions before and after class when the line is long.
- Grade minor weekly discussion questions and quizzes so that I can focus on major articles and writing assignments.
- Allow me, the instructor, to give personal attention at all levels, especially to students with more challenges, which has been proven to greatly aid in retention and student performance.

All in all, PALS greatly help students meet and exceed stated learning goals and objectives in Journalism 1. I have seen considerable improvement in the quality of final portfolios since the start of PALS. **Note: Before PALS, I literally paid out-of-pocket for a former student to help me with some of these tasks, especially test and quiz grading.**

**At the Oak Leaf**, where an instructional aid was cut a year ago, my PAL has filled a critical role in helping students learn the multimedia skills they need for transferring, degrees, certificates, internships and jobs. The Oak Leaf has four sections, A, B, C, and D – four semesters of students who all meet at the same time. Teaching four levels of journalism students simultaneously is difficult enough when we’re just talking about print journalism, but add podcasting, video production, social media posting, Facebook live broadcasts and photojournalism to the mix and the class is nearly impossible to teach without assistance. I’ve hired multimedia-savvy PALS who do the following:

- Work with students one-on-one or in small groups on how to record and edit podcasts.
- Help train students in small groups or one-on-one in video editing software and problem solve during video creation.
- Train students in InDesign software for print editions.
- Assist ad manager with design and graphics so she can earn money to fund the program.
- Help maintain computer lab and equipment so everything is operational for students to use.
- Help maintain internship directory and transfer college website so students can learn about colleges that offer journalism majors and find area internships all on one website.

Since the start of PALS, the Oak Leaf has won a record number of awards, many of them in multimedia categories. My PAL frees up my time to focus on individual student needs, from in-depth editing and multimedia training to leadership training, article advising and college/career counseling.”

### **English:**

“The PALS program is absolutely invaluable. Students get so much extra help from the PALS, but also, the PALS is a terrific role model of what a successful student looks like. I think this program is worth every single penny – and more.”

“Pass rates are one thing, but what about the students who got a higher grade than they otherwise would have done without the PALS? For example, I may well have passed with a C in English, but because I had a PALS working with me, I earned a B or better.

Then, there’s the human interaction. PALS are a huge part of the family atmosphere that happens in a successful English class. So even if I didn’t pass, I was bolstered by a support system that created a meaningful and loving experience. Also, the teacher had more time for me because she had a PALS to help her. I am much more likely to stick with the project of school in such circumstances.”

### **Industrial Trade and Tech:**

“Eileen Riley has been my PALS the last 3 semesters and has been irreplaceable as an assistant, helping students with projects, learning how to run the machines and keeping students working safely. These machining course are going to be very difficult to teach without her help. In the machine shop classes students can lose a finger or even be killed on our machines if they are not supervised while they are learning to safely operate the machines.”

“As an instructor using a PAL Specialist in CTE for years now, I can say two things (at least). One is that the shop environment is much safer with two sets of eyes and ears. This is especially important in an era when we are held to class sizes of 20 or more students. The other thing is that the PALS experience is giving valuable training to the specialist in the area of teaching. Russ said that after taking my class he was inspired to start teaching and that his two semesters as a PALS have been a great addition to his education.”

**Math:**

“I think my PALS improve the feeling of community in my classrooms. The students are friendlier, more helpful and more willing to look out for each other. They are more willing to work and study harder and spend more time in class and tutoring sessions.

I also hope that the job itself makes better students of the PALS.”

“The PALS program was crucial for me to structure my classes so that lectures, practice, and group work are organically integrated. In the developmental math classes, one of the reasons why the lecture-only model is ineffective is that students do not receive any feedback in a timely manner. Before I had PALS, I often felt exhausted in the classroom since I had to rush from one student to the next during the practice and group work period. Having an extra helper in the classroom makes it less taxing to manage the classroom, and the transition from one activity to the next much smoother.

Although the PALS data may look less encouraging from an aggregate perspective, its value in the Math classroom primarily manifested among the students who were willing to struggle, yet needed a lot of help in doing so. Several students in my Math150A/B sequence would not have succeeded without the additional study sessions run by my PALS. Under the standard tutoring model, such students often had to work with multiple tutors in different locations. When the tutor gave a slightly different explanation from what’s given in class, students often had difficulty relating them to the same topic. Requiring PALS to attend some of the classes eliminates this problem. I would argue that under the new pathway model, these high need-high persistence students are the most vulnerable group, and PALS program is needed for them to succeed.”

“Having a PALS in my Math 150B class for the past two semesters has been great. My PALS mentor has a great rapport with the students. Students get way more help with in-class activities and I am able to have more graded written assignments for my class. I have a PALS mentor this semester for my Math 151 class. This is a tough 5 unit course. I have retained significantly more students at this point than in past semesters for this course.

As far as the statistics go, PALS sections should be compared with nonPALS sections at the same time of day. There is a big difference in math classes depending on the time of day. Classes starting at or before 9 am or after 5 pm usually do better than the mid-day sections.”

“This is the 1<sup>st</sup> semester I have participated in this program and I have a PALS student for my Math 151 class. It has provided to be invaluable for me and my students as well as for Brad.

The students feel very comfortable asking Brad for help and he is holding regular tutoring sessions after class and the attendance has increased each week. They ask him specific questions during class while we are working on problems, and he supplements my lectures with hints and tips from a student perspective.

He is able to offer help to students during times that I cannot hold office hours, therefore the availability of help for students has doubled.

I believe this program will become invaluable for the new AB705 curriculum when students are going to be pushed to do more, faster.”



In addition, one of our former PALS had this to share about the program:

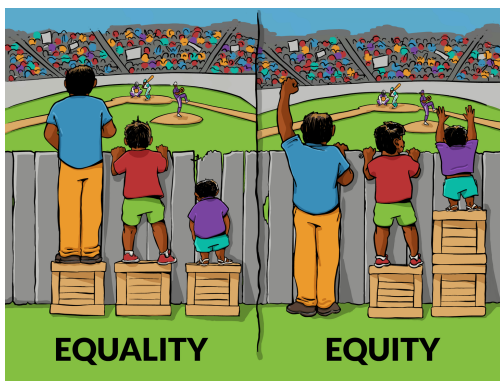
## Classroom Support Based on the Equity Model

### Introduction

Does extra support being embedded in the classroom create a classroom based on equity?

After being a Peer Assisted Learning Specialist for 5 semesters, I have seen many capable students in the classroom. I, more specifically, have worked with classes below transfer level. In these classes, I am embedded in classes, providing extra support in the forms of: one-on-one tutoring, as well as being a bridge that gaps the space between student and teacher in communication and any other aspects of the class experience. Not all students are comfortable going to their teachers, possibly because of past experiences, some because of general anxieties. Most of the work I do is not with the work the students are doing, but helping them emotionally navigate their education and college experience. Katie Hern studies intentional support for students'

affective needs and says, "pedagogical practices are employed to reduce students' fear, increase their willingness to engage with challenging tasks, and make them less likely to sabotage their own success in a class" (accelerationproject.org). Most of the students that fulfill the example of equity, mostly students of color and marginalized populations, need this emotional support of being in a classroom. The support restores students' confidence that has been shattered and



deteriorated through the years by the educational system. Most students share experiences confide in me. They tell me stories of being shamed and unwelcomed in a classroom by both peers and teachers, sometimes even parents, and their feelings of the school and education system being set up against them as traditionally marginalized populations. I support them and their work in the classroom every step of the way. As a PALS, I straddle a border in that I am both a student and a instructor's assistant.

The idea of equality supports *somewhat* traditional methods of teaching. All students deserve equal opportunity in the classroom to help them succeed. Although relevant, the idea of equality assumes that all students start at the same level and the idea of equality disproportionately affects these marginalized students.. Equity evaluates that some students have challenges that would put them at a disadvantage (i.e. discrimination, learning disabilities, physical disabilities, first generation students). Some of these disadvantages are visible,

some are obvious, and some go undetected. That is why the premise of equity is so important. Not everyone is at an even playing field to begin with, there are other aspects of students' lives that are affecting. Having additional support in the classroom gives students the extra help they may need in order to help them succeed and continue to the next level. Since the development of the PALS program, an equity strategy, in Chris Cullen's classes, we have seen significant increases of passing rates, despite the traditional thinking that these students are not capable of passing. This is

have personally seen in my work in classes like English 309, and how having support in the classroom affects the

### **My Outreach Audience**

#### *Administrators*

Directly, at Santa Rosa Junior

College, I am first addressing administration, starting with Dr. Chong, but also department heads, and any additional advisors to the president. With your support financially and administratively, teachers can embed this support in their classrooms with additional people like PALS, TAs, and IAs as an attempt to apply equity in the classroom. Administrators need to see the importance of this support and find a permanent place in the budget for this category, but by also implementing policies to require this embedded support. When established, proper training should be available and developed for any people who are providing the support in the classroom. By using students like me, the benefits exceed having an additional instructor in the classroom. Students, most time, find confiding in other people their age easier. They are more relatable and on their level, and having a peer that can guide them through the experiences of college increases their confidence and their willingness to put in the work; students want to work hard for the people they do not want to support. If there is a community with a foundation of trust and honesty in the classroom, students' mindsets evolve. These students working in the classrooms can be hired as student employees.

#### *City and State Governing Bodies*

In Sonoma County, I reach out to Chris Coursey, Santa Rosa's mayor, to see this pressing issue and start a conversation within city council. He can be a pioneer and lead by example for many other cities and counties in this state. In California, I reach out to Senator Dianne Feinstein, and Adrienne Nicole Edwards, Vice



the evidence I acceleration additional students.

College, I am

Chairwoman on the HDT Community Development Foundation board. The support in the classroom, more specifically after the passing of Assembly Bill 705, which inhibits the college from creating a pathway that takes more than a year to get to transfer level in core curriculum ([leginfo.legislature.ca.gov](http://leginfo.legislature.ca.gov)), is a necessity to our schools, both locally and statewide, to recognize our need for change. Within the educational budget, schools need to be provided the funds that are specifically for hiring and training specialized workers, students or professionals, to give extra support in the classroom to students who follow the equity model. Instating policies statewide, while holding schools and teachers accountable, will enable students and their success, as well as increase passing rates. Equality is not, and has not, worked in the classroom, and funding is thought of in this same light. At this point, with Assembly Bill 705 and other educational reforms, it is time to reevaluate the equality model and the numbers of students that are disproportionately impacted, while creating a solution and policies to breakdown the deeply embedded traditional teaching methods, by giving students and teachers additional support in the classroom, allowing them to span their attention on more students and enabling their capability.

### **Additional Research**

In initial inquiry, definitions and evaluations of the concept of “equity” was necessary. According to The Stanford Social Innovation Review,

“The Annie E. Casey Foundation’s *Race Equity and Inclusion Action Guide*, for example, describes equity as distinct from “diversity,” which is a numerical representation of different types of people. It also distinguishes equity from “inclusion,” which the foundation defines as ‘the action or state of including or being included within a group or structure ... [Unlike diversity,] inclusion involves an authentic and empowered participation and a true sense of belonging.’” (Putnam-Walkerly).

The conversation is being initiated through all these definitions, and every teacher creates their own definition of equity, as well as method of establishing it. The key part of this definition is the inclusion factor. In a classroom setting, students feeling a sense of belonging in the classroom keeps the loyalty

According to the California Community College website, only 24.42% of the population in CA Community Colleges identify as white. Based on race only as a population that equity should be applied to, this statistic alone is enough to make a change in our traditional methods of teaching. Equity is needing to be

applied in classrooms with marginalized races, and according to the statistics, the classrooms of California Community Colleges are filled with the students just like the ones I have worked with, and PALS is a method of making an equity based classroom. These students have been doubted, oppressed, and marginalized in education and life, and overseen by teachers treating them all as “equals”, and with a change in mindset and more support in the classroom, .

In my research based on passing rates at Santa Rosa Junior College on data.inewsource.org, shameful passing rates for minority groups of people were taken. The data shows that African Americans testing three levels below transfer level had a 25% passing rate from 2010-2015. On top of that, Hispanics testing in the same place passed at a rate of 20.73%, Asians at 33.33% and Native Americans at 0%. This statistics are proof that students who are deemed “below college level” by our institutions, are falling through the cracks of our broken education system. After already being placed multiple steps below transfer level, The 309 classes I was involved with showed overwhelming populations of minorities that could be a part of these same statistics, but because of the attention I had to opportunity to give them, their passing rates increased.

### **In Conclusion**

In conclusion, the need for equity in our educational system has become undeniable through statistics, even just evaluating one population that equity affects. A change in mindset for teachers will be a start: seeing a need for change. That change is in the work I did at SRJC over the last two-and-a-half years as a Peer Assisted Learning Specialist. I interacted with marginalized populations- students that are disabled, minorities, are homosexual, don't traditionally gender identify, and many others. Not only did I provide a person to talk to-- often students would message me on Canvas asking for advice or support in life and school, but I also spent extra time, hosted conferences to read over essays, help with annotated bibliographies, and guide them through any readings that confused them. Through the extra support in the classroom that I am advocating to be more widely spread, they we able to seek the help and guidance they needed, while fostering a community based on honesty, commitment, and genuity. I feel blessed to have the opportunity to work with students and change lives. Over the semesters, my mentor and I have seen an increase in passing percentages of students that are part of the population I am advocating change for. I will continue my work in classroom support, as well as advocating for unheard voices.

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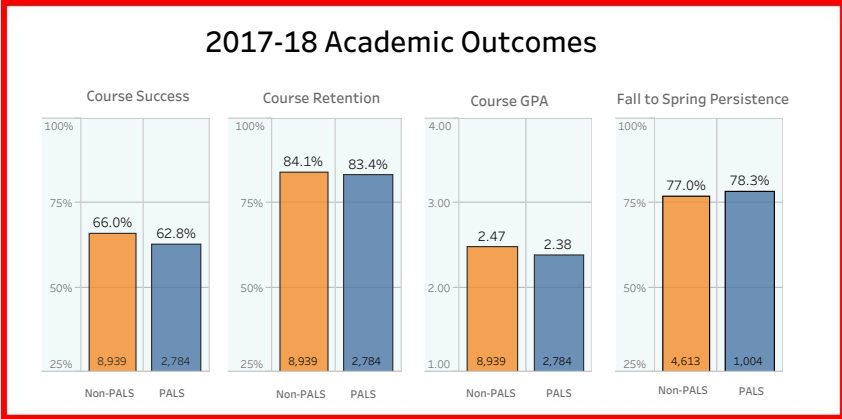
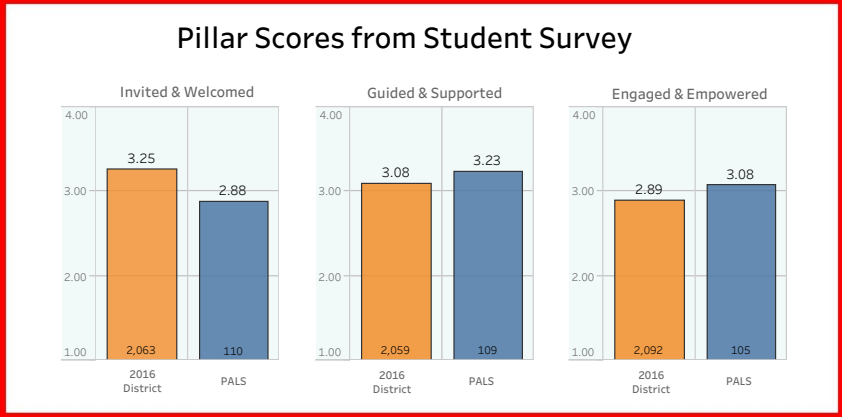
*and Inspiring Leaders of Social Change*, [ssir.org/articles/entry/what\\_the\\_heck\\_does\\_equity\\_mean](http://ssir.org/articles/entry/what_the_heck_does_equity_mean).

# Student Equity & Achievement Data:

## **PALS:** FA17 & SP18 ALL (Math, English, & CTE) (all)

PALS by Department ALL (Math, English, & CTE)	
Course (all)	
Term FA17 & SP18	FT/PT Status All
Gender All	Ethnicity All
First Gen All	Matric Status All
DSPS All	Financial Need All
Foster Youth All	Veteran All
LGBTQ All	Homeless All

Program Participation Rate		
	Non-PALS	PALS
<b>Total</b>	<b>6,634</b>	<b>2,151</b>
African American	187 2.8%	53 2.5%
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First Gen Student	1,771 26.7%	631 29.3%
DSPS	777 11.7%	296 13.8%
Veteran	229 3.5%	79 3.7%
Foster Youth	127 1.9%	38 1.8%
Homeless	25 0.4%	14 0.7%
LGBTQ	201 3.0%	69 3.2%



### Notes:

#### Selectable Filters (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.

#### Program Participation Rate:

Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

#### Pillar Scores from Survey:

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.

#### 2017-18 Academic Outcomes:

Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

### Terms:

**Unduplicated by term:** A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

**Course Success:** Passing grade of "C" or better.

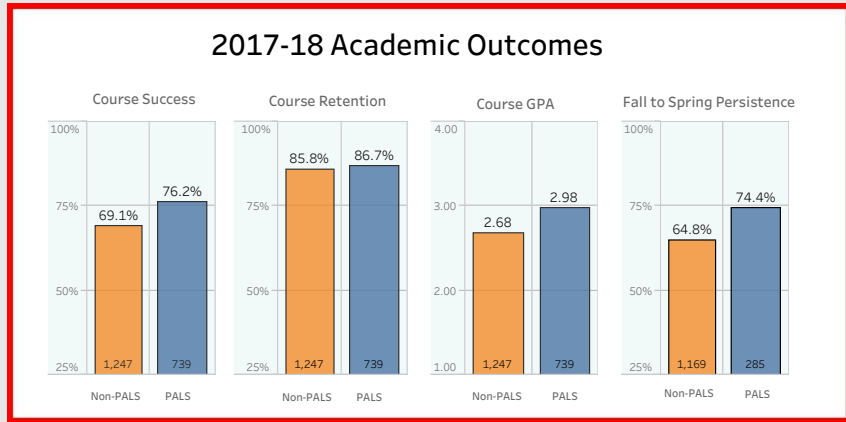
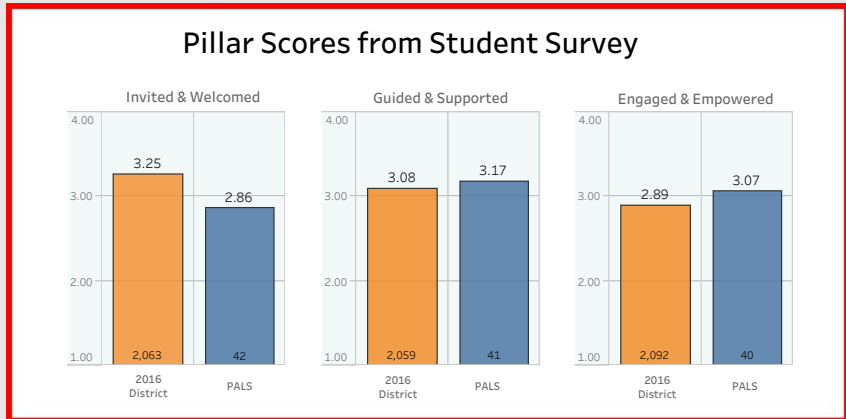
**Course Retention:** Any non "W" grade.

**Spring to Fall Persistence:** Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

# Student Equity & Achievement Data: **PALS:** FA17 & SP18 CTE (all)

PALS by Department CTE	
Course (all)	
Term FA17 & SP18	FT/PT Status All
Gender All	Ethnicity All
First Gen All	Matric Status All
DSPS All	Financial Need All
Foster Youth All	Veteran All
LGBTQ All	Homeless All

Program Participation Rate		
	Non-PALS	PALS
<b>Total</b>	<b>1,711</b>	<b>689</b>
African American	49 2.9%	13 1.9%
Asian	76 4.4%	23 3.3%
Latino	668 39.0%	235 34.1%
Multi-Ethnicity	89 5.2%	43 6.2%
Native American	10 0.6%	5 0.7%
Other	16 0.9%	0 0.0%
Pacific Islander	7 0.4%	2 0.3%
White	796 46.5%	368 53.4%
First Gen Student	428 25.0%	152 22.1%
DSPS	173 10.1%	96 13.9%
Veteran	64 3.7%	32 4.6%
Foster Youth	30 1.8%	6 0.9%
Homeless	8 0.5%	6 0.9%
LGBTQ	56 3.3%	23 3.3%



**Notes:**

Selectable Filters (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.

Program Participation Rate: Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

Pillar Scores from Survey: Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.

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2017-18 Academic Outcomes: Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

**Terms:**

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

Course Success: Passing grade of "C" or better.

Course Retention: Any non "W" grade.

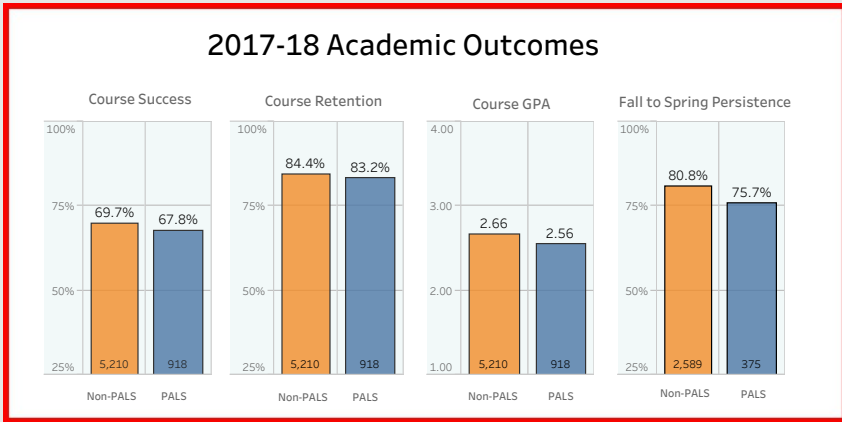
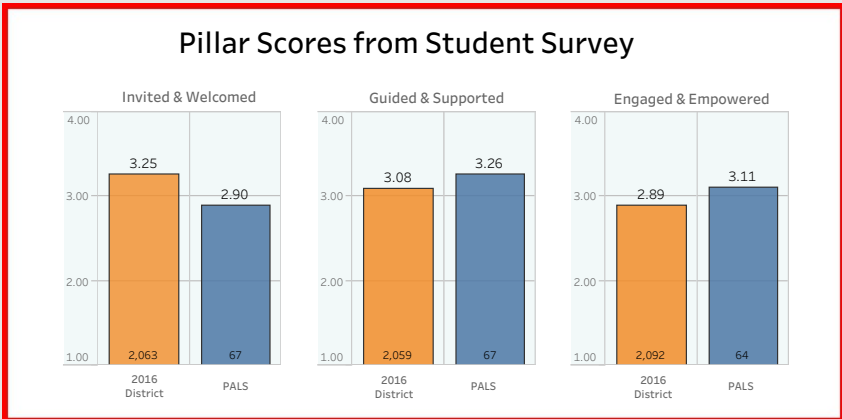
Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

# Student Equity & Achievement Data:

## PALS: FA17 & SP18 English (all)

PALS by Department	
English	
Course	
(all)	
Term FA17 & SP18	FT/PT Status All
Gender All	Ethnicity All
First Gen All	Matric Status All
DSPS All	Financial Need All
Foster Youth All	Veteran All
LGBTQ All	Homeless All

Program Participation Rate		
	Non-PALS	PALS
<b>Total</b>	<b>2,867</b>	<b>1,153</b>
African American	81 2.8%	29 2.5%
Asian	127 4.4%	62 5.4%
Latino	1,264 44.1%	576 50.0%
Multi-Ethnicity	188 6.6%	56 4.9%
Native American	20 0.7%	7 0.6%
Other	17 0.6%	5 0.4%
Pacific Islander	10 0.3%	3 0.3%
White	1,160 40.5%	415 36.0%
First Gen Student	797 27.8%	397 34.4%
DSPS	332 11.6%	152 13.2%
Veteran	87 3.0%	38 3.3%
Foster Youth	60 2.1%	24 2.1%
Homeless	13 0.5%	8 0.7%
LGBTQ	102 3.6%	40 3.5%



**Notes:**

Selectable Filters (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.

Program Participation Rate: Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

Pillar Scores from Survey: Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.

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2017-18 Academic Outcomes: Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

**Terms:**

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

Course Success: Passing grade of "C" or better.

Course Retention: Any non "W" grade.

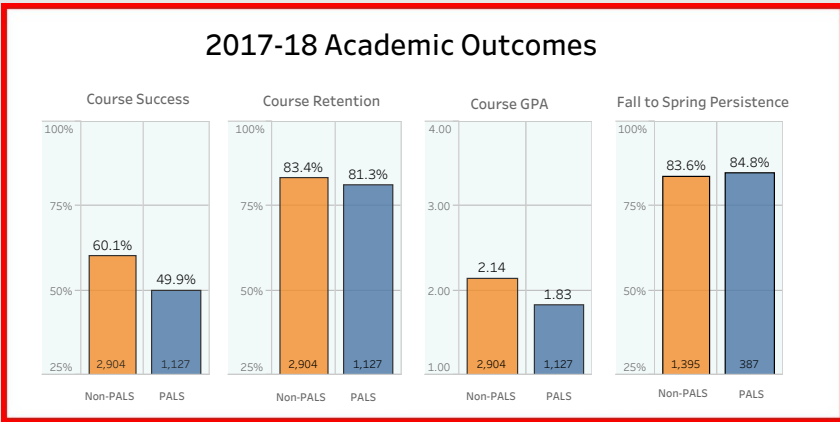
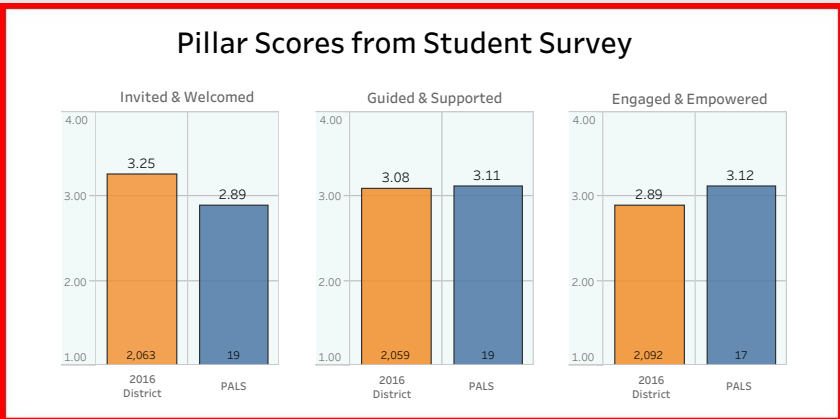
Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.



# Student Equity & Achievement Data: **PALS:** FA17 & SP18 Math (all)

PALS by Department Math	
Course (all)	
Term FA17 & SP18	FT/PT Status All
Gender All	Ethnicity All
First Gen All	Matric Status All
DSPS All	Financial Need All
Foster Youth All	Veteran All
LGBTQ All	Homeless All

Program Participation Rate		
	Non-PALS	PALS
<b>Total</b>	<b>2,695</b>	<b>782</b>
African American	79 2.9%	20 2.6%
Asian	86 3.2%	27 3.5%
Latino	1,183 43.9%	375 48.0%
Multi-Ethnicity	154 5.7%	43 5.5%
Native American	12 0.4%	4 0.5%
Other	12 0.4%	6 0.8%
Pacific Islander	9 0.3%	2 0.3%
White	1,160 43.0%	305 39.0%
First Gen Student	749 27.8%	248 31.7%
DSPS	348 12.9%	114 14.6%
Veteran	96 3.6%	29 3.7%
Foster Youth	41 1.5%	18 2.3%
Homeless	7 0.3%	1 0.1%
LGBTQ	68 2.5%	17 2.2%



**Notes:**

Selectable Filters (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.

Program Participation Rate: Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

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