

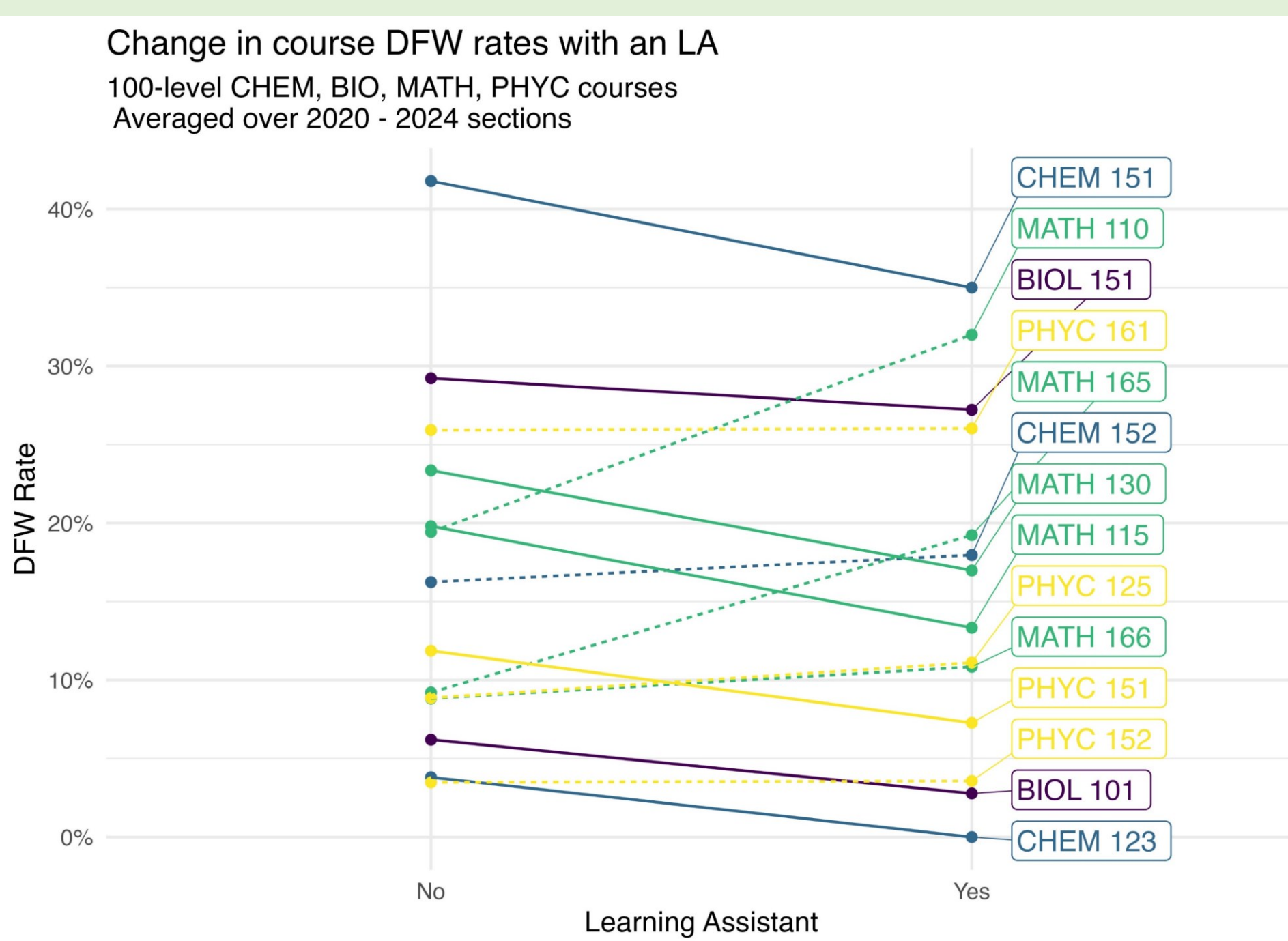
# Leveraging Learning Assistants to Support STEM Identity

Peanut McCoy, Evan Knee, Caylee Walker, Karstin Dupont, Elijah Roth and Kaitlyn Fitzgerald

Azusa Pacific University

## Research Questions:

1. Does the presence of an LA impact STEM identity for students, particularly for Hispanic/Latino students?
2. How does being an LA impact the LA's sense of STEM identity, particularly for Hispanic/Latino LAs?



Percentage of students receiving grades of D, F, or withdraw with and without LAs.

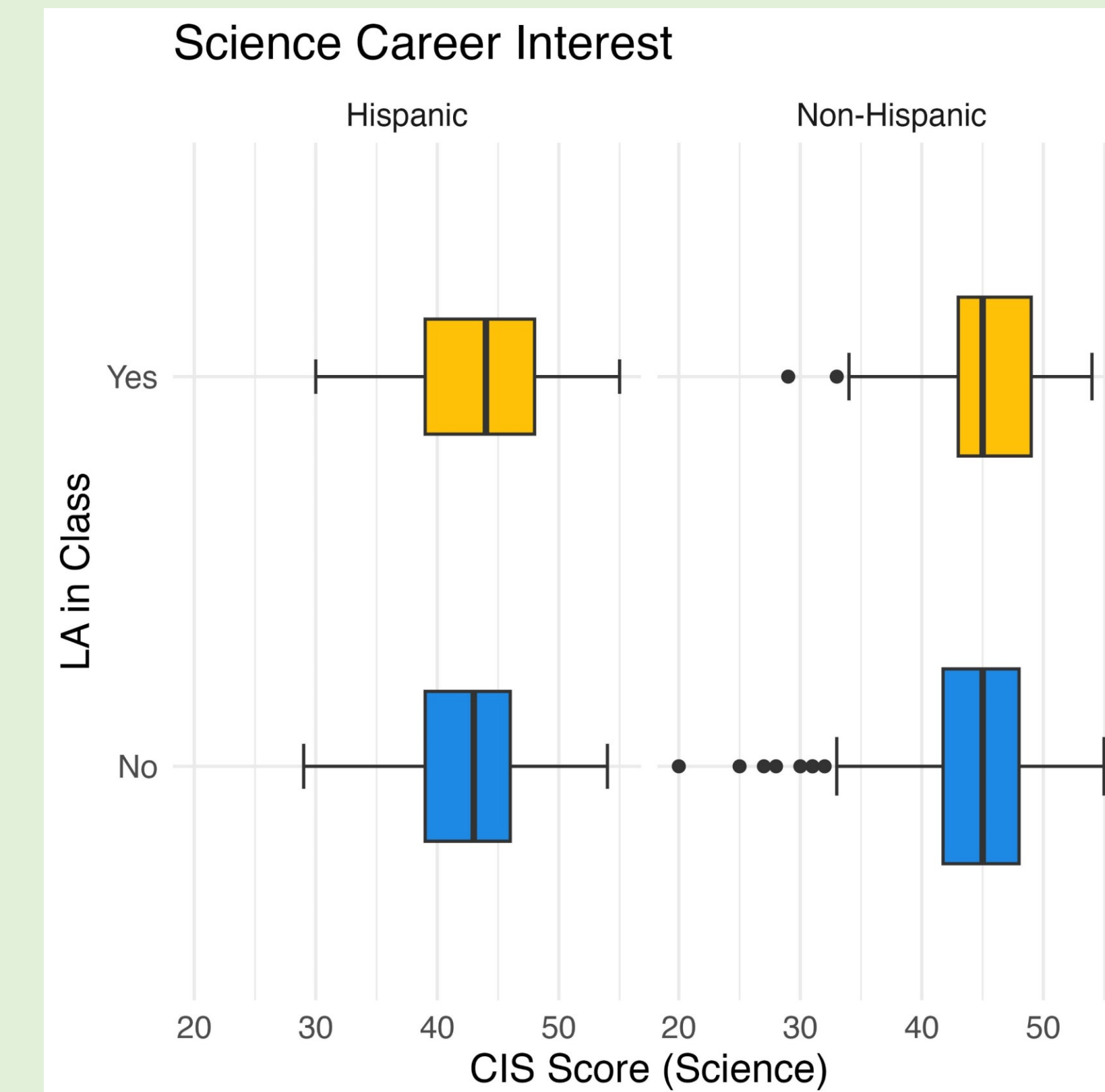
Traditional lecture courses that didn't use the LA actively increased DFW rates.

Courses with active learning pedagogy that included LAs decreased DFW rates.

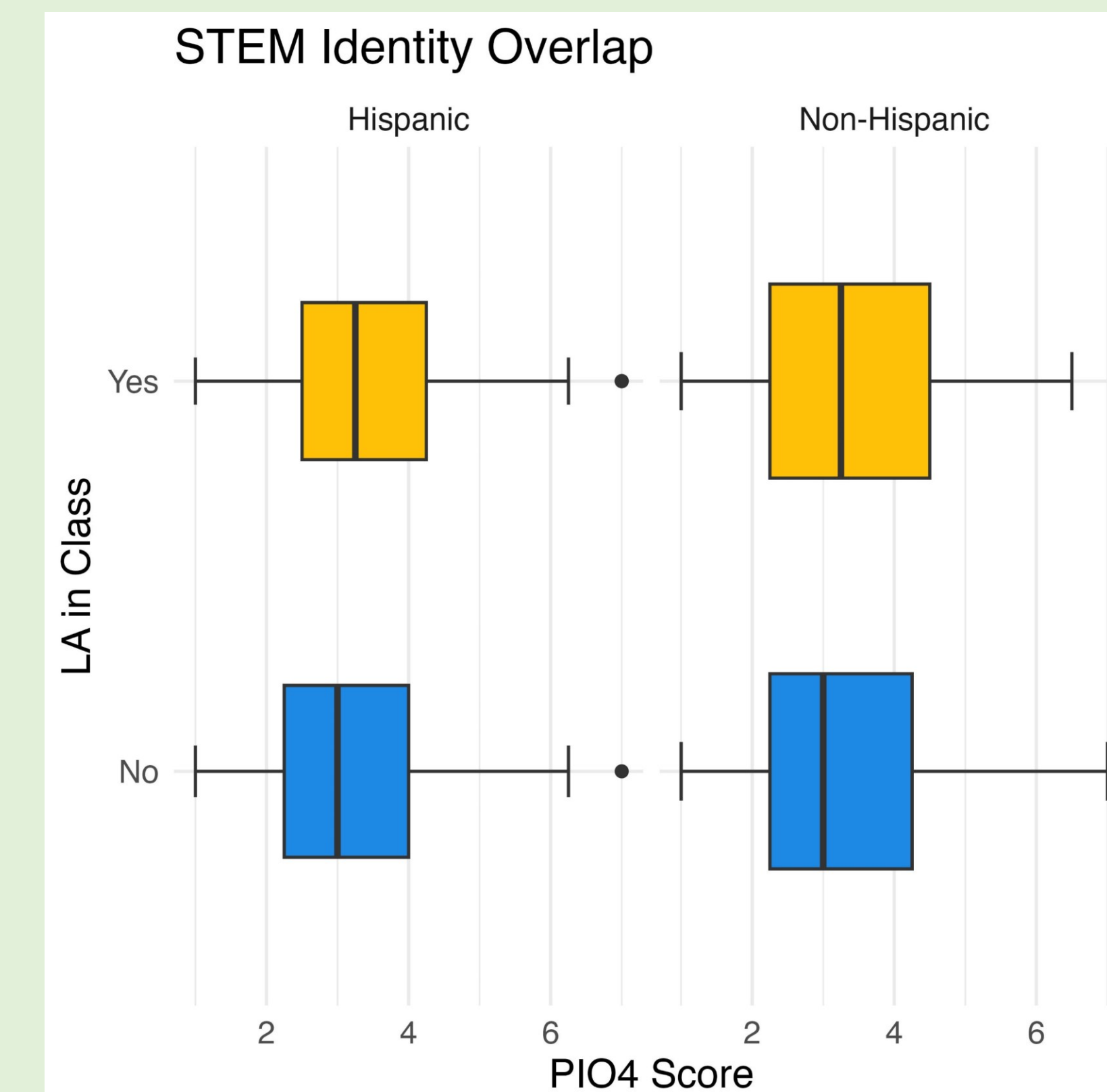
No current evidence that Learning Assistants impact STEM identity or career interest, though they may decrease DFW rates if deployed well.



Award No. 2247670



Post-course scores on the Career Interest survey (scale 11-55). No statistically significant differences for Hispanic and non-Hispanic students or with and without LA.



Post-course scores on the STEM Identity Overlap survey (scale 1-7). No statistically significant differences for Hispanic and non-Hispanic students or with and without LA.