SLEE: Government Assembly

SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: *Student Engagement & Success*

Group Targeted for Intervention:

- ☒ LatinX
- ☒ African American
- ☒ Asian
- ☒ Native American
- ☒ Hawaiian/Pac Is.
- ☐ _____
- ☒ All Students
- ☐ Female
- ☐ Male
- ☐ New Students
- ☐ First Gen
- ☐ DSPS
- ☐ LGBT
- ☐ Veterans
- ☐ Other _____
- ☐ Foster Youth
- ☐ Homeless
- ☐ Economically Disadvantaged
- ☐ Adult ED/ESL

Metrics:

- ☒ Course Completion
- ☒ Retention
- ☐ xfer ENGL in 1 Year
- ☐ xfer Math in 1 Year
- ☒ Access
- ☐ Other _____
- ☒ Matriculation
- ☒ Transfer
- ☒ Degrees
- ☒ Certificates
- ☒ Attain Living Wage
- ☐ Outreach

SEA Funding:

Number of Students Served 10

SEA Funding Amount $0

SEA Accounts for _____% of Program

PROGRAM PROCESS

Resources (Inputs)

What resources are you utilizing? *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)

Activities (Outputs)

What are you specifically doing? *Check all that apply.*

(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
- ☐ ☐ _____

PROGRAM RESULTS

STUDENT OUTCOMES

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

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:**

_____

_____

PILLARS

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

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	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
SLEE: Government Assembly	Engagement	Hilleary Zarate	10	20	50+	$0	0%

Summarize your projects' overall goals and/or intentions for students.

The SRJC Student Body, previously named Associated Students, is comprised of all currently enrolled students of the Sonoma County Junior College District (SCJCD). The representative body for the SRJC Student Body shall be the SRJC Student Government Assembly (SGA). The twelve (12) elected representative positions of the SGA are as follows:

i. Student Body President
ii. Executive Vice President of Legislation
iii. Vice President of Finance
iv. Vice President of Clubs - Santa Rosa
v. Vice President of Clubs – Petaluma
vi. Vice President of Student Life - Santa Rosa
vii. Vice President of Student Life – Petaluma
viii. Vice President of Marketing - Santa Rosa
ix. Vice President of Marketing – Petaluma
x. Vice President of Diversity
xi. Vice President of Student Health
xii. Vice President of Sustainability
xiii. The SGA may include appointed non-voting At-Large Representatives.

California Education Code §72023.5 establishes, and the SCJCD Board of Trustees (BOT) recognizes, a Student Trustee that serves as a college representative and advocate, at SCJCD BOT meetings and in the community.

The goals and intention for this project are substantial with cognitive complexity, civic engagement, inter/intrapersonal competence and practical competence taught through the student development advising process. The impact is students experience all pillars of success.

Please describe the specific activities supported by SEA funds.

Even though not directly funded by SEA during 2019-20, there were multiple SEA personnel, resources and activities indirectly provided throughout the academic year to the SRJC Student Body via SGA.

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

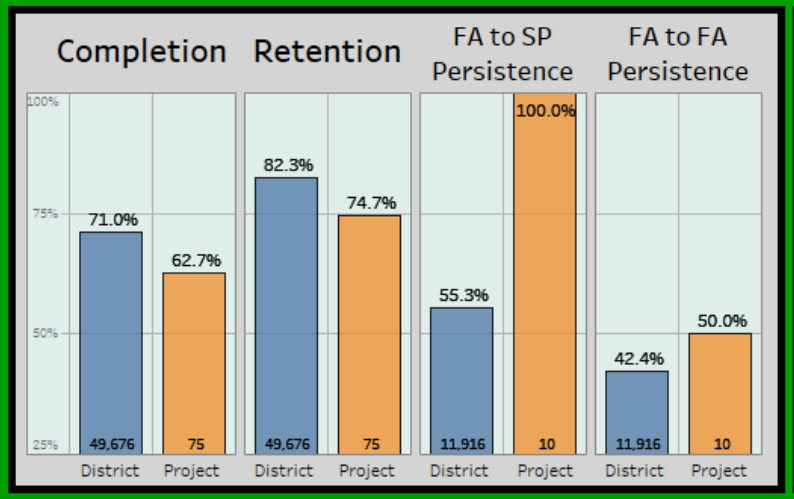
SGA reaches **equity target groups**, specifically:

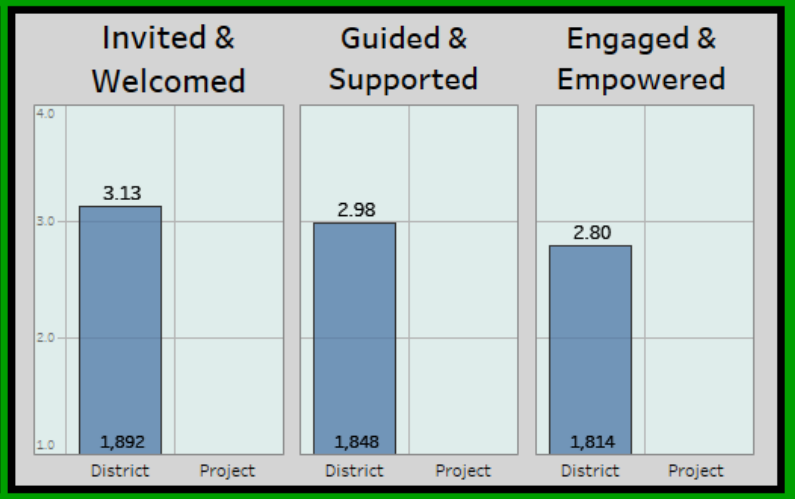
- 70% of student government officers are Low Income, far greater representation than Low Income District-wide (32%).
- Latinx, First Generation and DSPS are also represented well in student government.

SGA has an overall **fall to spring persistence rate** of 100% compared to 55% District-wide, with multiple target groups completing at 100% compared to approximately 50% District-wide.

District & SEA Project Comparison

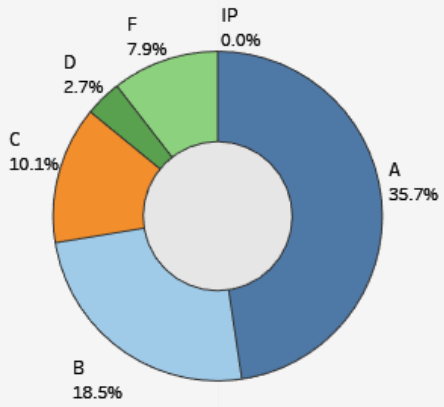
FA19 & SP20 FT & PT SLEE: Government Assembly





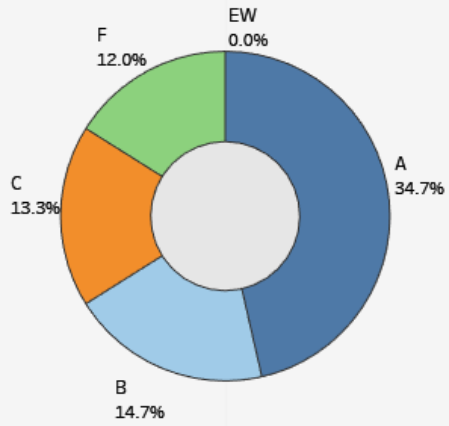
District

Courses: 49,676 GPA: 2.95 Completion: 71.0% Retention: 82.3%



SLEE: Government Assembly

Courses: 75 GPA: 2.80 Completion: 62.7% Retention: 74.7%



District & SEA Project Comparison

FA19 & SP20 FT & PT SLEE: Government Assembly

Headcount & Proportion

	District	Project
African American	935 2.5%	2 10.0%
Asian	1,515 4.0%	0.0
Filipino	347 0.9%	2 10.0%
LatinX	14,230 37.5%	10 50.0%
Multi Ethnicity	2,182 5.8%	2 10.0%
Native American	220 0.6%	0.0
Pacific Islander	158 0.4%	0.0
White	16,255 42.9%	4 20.0%
First Gen	9,313 24.6%	6 30.0%
Low Income	12,174 32.1%	14 70.0%
DSPS	2,866 7.6%	8 40.0%
Veteran	919 2.4%	0.0
Foster Youth	654 1.7%	0.0
LGTBQ	592 1.6%	0.0
Homeless	92 0.2%	0.0
Totals	37,933	20

Course Completion

	District	Project
African American	59.2%	75.0%
Asian	73.1%	0.0
Filipino	69.2%	100.0%
LatinX	67.1%	68.4%
Multi Ethnicity	72.1%	20.0%
Native American	69.0%	0.0
Pacific Islander	63.7%	0.0
White	74.1%	60.0%
First Gen	68.9%	78.3%
Low Income	65.7%	64.2%
DSPS	74.2%	77.8%
Veteran	68.0%	0.0
Foster Youth	53.4%	0.0
LGTBQ	61.9%	0.0
Homeless	35.7%	0.0
Averages	71.0%	62.7%

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

Course Retention

	District	Project
African American	77.0%	75.0%
Asian	83.7%	0.0
Filipino	82.8%	100.0%
LatinX	80.9%	73.7%
Multi Ethnicity	82.4%	60.0%
Native American	81.9%	0.0
Pacific Islander	82.1%	0.0
White	83.3%	80.0%
First Gen	81.6%	78.3%
Low Income	79.0%	81.1%
DSPS	82.3%	85.2%
Veteran	83.3%	0.0
Foster Youth	71.7%	0.0
LGTBQ	77.9%	0.0
Homeless	62.5%	0.0
Averages	82.3%	74.7%

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

Persistence (FA19 to SP20 / FA19 to FA20)

	District	Project
African American	47.2% 42.6%	100.0% 0.0%
Asian	58.3% 49.0%	0.0
Filipino	51.4% 43.1%	100.0% 100.0%
LatinX	56.7% 45.9%	100.0% 40.0%
Multi Ethnicity	56.2% 40.7%	100.0% 100.0%
Native American	48.1% 40.3%	0.0
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	100.0% 50.0%
First Gen	55.3% 43.7%	100.0% 33.3%
Low Income	56.7% 45.5%	100.0% 80.0%
DSPS	71.8% 60.3%	100.0% 75.0%
Veteran	52.4% 37.2%	0.0
Foster Youth	47.7% 40.9%	0.0
LGTBQ	40.0% 29.4%	0.0
Homeless	21.4% 21.4%	0.0
Fall to Spring	55.0%	100.0%
Fall to Fall	42.0%	50.0%

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