



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: to support first-generation, low-income, and historically underrepresented students to transfer to 4-year universities to complete STEM bachelor degrees

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> New Students	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served: 151 SEA Funding Amount \$ 8,930 SEA Accounts for ~ 11 % of Program
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Transfer	
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input type="checkbox"/> Degrees	
<input checked="" type="checkbox"/> Native American		<input type="checkbox"/> LGBT	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input checked="" type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<input type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input type="checkbox"/> _____		<input type="checkbox"/> Other _____		<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 checked="" type="checkbox"/> Classified Staff <input checked="" type="checkbox"/> Student Employees (peers) <input checked="" type="checkbox"/> STNC Materials <input type="checkbox"/> Supplies <input checked="" type="checkbox"/> Printing/Graphics <input checked="" type="checkbox"/> Textbooks/Magazines/Periodicals Services <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> 1:1 work with students <input checked="" type="checkbox"/> Work with groups of students <input checked="" type="checkbox"/> Work with students prior to college entry Support Activities <input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.) <input checked="" type="checkbox"/> Academic support or preparation <input checked="" type="checkbox"/> Life, career or other skill building <input type="checkbox"/> Matriculation step support Educational Activities <input checked="" type="checkbox"/> Educational programs or workshops <input checked="" 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 checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input type="checkbox"/> Relate knowledge to daily life (application) <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Ability to work with people different from self Practical Competence <input type="checkbox"/> Effective communication; capacity to manage one's personal affairs <input type="checkbox"/> Economic self-sufficiency and vocational competence <input type="checkbox"/> Maintain personal health and wellness <input type="checkbox"/> Prioritize leisure pursuits <input type="checkbox"/> Living a purposeful and satisfying life <input type="checkbox"/> Media, Technology or Information literacy Persistence & Academic Achievement <input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success <input checked="" type="checkbox"/> Leading to academic goal success including degree attainment <input type="checkbox"/> Other: _____	The impact you expect to have. <i>Check all that apply.</i> INVITED & WELCOMED <input type="checkbox"/> <input checked="" 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 checked="" 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 checked="" 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	Students Enrolled	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
MESA	Academic Support	Darci Rosales	151	263	18	\$8,930	~ 11 %

Please type in your responses to the below questions within the space provided.

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

MESA was born of the civil rights movement through a partnership between UC Berkeley and Oakland Technical High School to address racial disparities in STEM. Fiscally supported by the Fund for Student Success and administered by the California Community Colleges Chancellor's Office, the mission of the MESA Community College Programs is to increase the number of students transferring with a STEM major; by building community, providing academic assistance, and structuring career development activities, MESA helps student connect the dots from a discipline of interest... to a transfer major...to 4-year college degree attainment...to a STEM career

Please describe the specific activities supported by SEA funds.

Normally, SEA funds support a full-time, 11-month classified MESA Program Specialist position; however, the position was vacant during academic year 2019-2020. The MESA Program Specialist assists in the design, implementation, and evaluation of MESA's 13 defined service components. The components cluster around the themes of: academic and transfer retention; community-building through a dedicated student study space; student clustering in core math and science classes and the development of collaborative study skills; career insights and professional skill development; preparation and participation in STEM internship and research experiences for undergraduates. For program year 2019-2020, SEA funds supported 4 months of STNC backfill for the regular classified program specialist position.

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

Beginning with access and inclusion, MESA served a higher proportion from underserved populations when compared to the district's proportions of African American, LatinX, First-Gen, Low-Income, and DSPS students.

	African Am.	LatinX	First-Gen	Low-Income	DSPS
MESA	6.1%	62.4%	45.6%	66.2%	20.5%
District	2.5%	37.5%	24.6%	32.1%	7.6%

Student outcome comparisons demonstrate MESA students performed better in GPA and successful course completion than non-program students. A deeper look at the special populations within MESA points to an even greater scale of completion for MESA students.

	Courses	GPA	Overall Completion	Completion African Am.	Completion LatinX	Completion First-Gen	Completion Low-Income
MESA	929	3.22	79.9%	86.0%	79.4%	82.0%	79.8%
District	47,535	2.96	71.2%	58.8%	67.3%	69.0%	65.9%

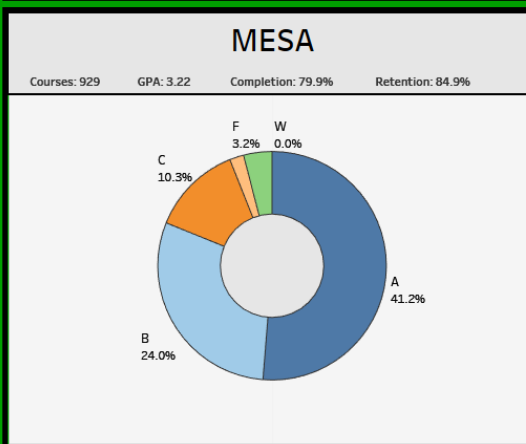
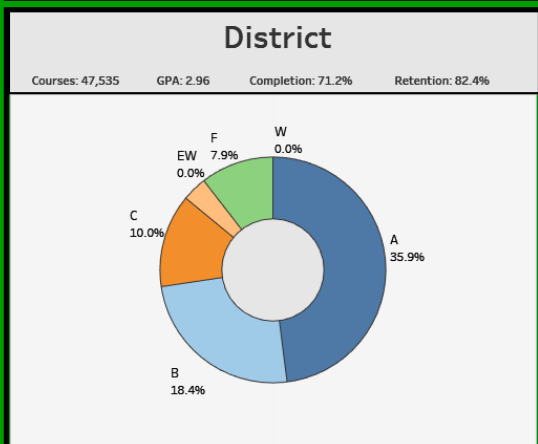
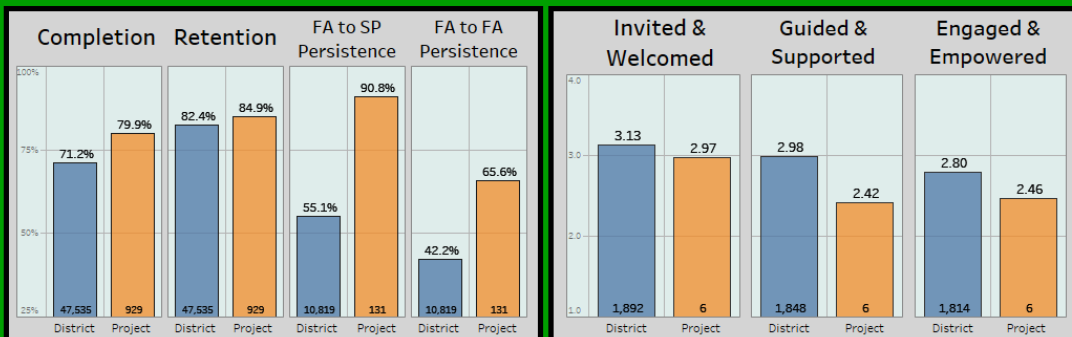
MESA students demonstrated a higher proportional rate of fall to spring persistence (90.8%) when compared with the District (55.1%), a positive difference of more than 35%. 27% of MESA's overall student population transferred for fall 2021, leading to a lower fall to fall persistence rate.

The overall positive impact of MESA is reflected in the transfer outcomes of program students when compared with District-wide transfer patterns. In a greater proportion than illustrated at the District-level, MESA students elect to attend and are admitted to universities in the competitive University of California system.

	MESA Transfer 2018 Cohort n=142	MESA Transfer 2019 Cohort n = 128	MESA Transfer 2020 Cohort n= 131	SRJC Transfer Students 2017-2018
CSU	49%	64%	40%	58%
UC	41%	32%	60%	18%
Private/ Out-of-State	10%	4%	0	23%
Total	37	28	35	1,438

District & SEA Project Comparison

FA19 & SP20 FT & PT MESA



District & SEA Project Comparison

FA19 & SP20 FT & PT MESA

	Headcount & Proportion		Course Completion		Course Retention		Persistence (FA19 to SP20 / FA19 to FA20)	
	District	Project	District	Project	District	Project	District	Project
African American	935 2.5%	16 6.1%	58.8%	86.0%	77.1%	91.2%	46.0%	100.0%
Asian	1,915 4.0%	27 10.3%	73.3%	91.3%	84.0%	93.9%	56.9%	100.0%
Filipino	347 0.9%	2 0.8%	69.7%	100.0%	83.3%	100.0%	53.4%	100.0%
LatinX	14,230 37.5%	164 62.4%	67.3%	79.4%	81.1%	84.8%	57.0%	90.2%
Multi Ethnicity	2,182 5.8%	10 3.8%	72.4%	94.9%	82.6%	94.9%	55.7%	66.7%
Native American	220 0.6%	0.0	69.1%	0.0	82.0%	0.0	47.3%	39.2%
Pacific Islander	158 0.4%	0.0	65.2%	0.0	83.2%	0.0	44.4%	37.8%
White	16,255 42.0%	44 16.7%	74.2%	66.0%	83.4%	72.8%	56.6%	90.5%
First Gen	9,313 24.6%	120 45.6%	69.0%	82.0%	81.6%	85.4%	55.1%	89.8%
Low Income	12,174 32.1%	174 66.2%	65.9%	79.8%	79.1%	85.4%	43.7%	55.9%
DSPS	2,866 7.6%	54 20.5%	74.6%	73.3%	82.8%	79.7%	56.5%	89.5%
Veteran	919 2.4%	5 1.9%	68.4%	91.7%	83.4%	91.7%	44.9%	62.8%
Foster Youth	654 1.7%	3 1.1%	53.4%	50.0%	82.8%	79.7%	72.9%	95.8%
LGBTQ	592 1.6%	0.0	62.2%	0.0	83.4%	91.7%	61.2%	83.3%
Homeless	92 0.2%	0.0	37.0%	0.0	71.6%	56.3%	52.7%	100.0%
Totals	37,933	263	Averages	71.2% 79.9%	Averages	82.4% 84.9%	52.7% 38.7%	0.0%
			Combined Average	71.5% DI < 69.5%	Combined Average	83.3% DI < 81.3%	Fall to Spring	55.1% 90.8%
							Fall to Fall	42.2% 65.6%
							FA to SP Average	64.8%
							FA to FA Average	48.8%