

Our House Petaluma

SEA Project Annual Goals Cover Sheet



Over-arching issues we are trying address: Providing an inclusive space where students—particularly students from underrepresented and underserved groups—form bonds across difference, find a sense of home, and engage in deep levels of student engagement through consciousness-raising activities and multicultural events

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> New Students	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served: 658 SEA Funding Amount: \$122,500 SEA Accounts for 93% of Program
<input checked="" type="checkbox"/> African American	<input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input checked="" type="checkbox"/> Asian	<input checked="" type="checkbox"/> Male	<input checked="" 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 checked="" type="checkbox"/> LGBT		<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input checked="" type="checkbox"/> Hawaiian/Pac Is.		<input checked="" type="checkbox"/> Veterans	<input checked="" type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input type="checkbox"/> _____		<input type="checkbox"/> Other _____		<input checked="" type="checkbox"/> Other: Persistence	<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 checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Manager <input checked="" type="checkbox"/> Classified Staff <input checked="" type="checkbox"/> Student Employees (peers) <input type="checkbox"/> STNC Materials Supplies <input checked="" type="checkbox"/> Printing/Graphics <input checked="" type="checkbox"/> Textbooks/Magazines/Periodicals Services <input checked="" type="checkbox"/> Travel, Workshops <input checked="" type="checkbox"/> Equipment Leases/services <input checked="" type="checkbox"/> External services/contracts Equipment/Capital Outlay <input checked="" type="checkbox"/> Furniture <input checked="" 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 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 checked="" type="checkbox"/> Matriculation step support Educational Activities <input checked="" type="checkbox"/> Educational programs or workshops <input checked="" type="checkbox"/> Educational planning <input checked="" type="checkbox"/> Curriculum development Practitioner-focused Activities <input checked="" type="checkbox"/> Professional/staff development <input checked="" type="checkbox"/> Research Other <input type="checkbox"/> Technology tools or software <input checked="" type="checkbox"/> Marketing, Publicity, PR <input checked="" 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 checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Reflective thinking <input type="checkbox"/> Effective reasoning <input checked="" type="checkbox"/> Intellectual flexibility <input checked="" type="checkbox"/> Emotional/cognitive integration <input checked="" type="checkbox"/> Identity/cognitive integration Knowledge <input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input checked="" type="checkbox"/> Relate knowledge to daily life (application) <input checked="" type="checkbox"/> Career decidedness <input type="checkbox"/> Technological competence Humanitarianism <input checked="" type="checkbox"/> Understanding and appreciation of human difference <input checked="" type="checkbox"/> Cultural competency <input checked="" type="checkbox"/> Social responsibility Civic Engagement <input checked="" type="checkbox"/> Sense of civic responsibility <input checked="" type="checkbox"/> Commitment to public life through communities of practice <input checked="" type="checkbox"/> Engage in principled dissent <input checked="" type="checkbox"/> Effective in leadership Inter/Intrapersonal Competence <input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding <input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input checked="" type="checkbox"/> Meaningful relationships <input type="checkbox"/> Interdependence <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Ability to work with people different from self Practical Competence <input checked="" type="checkbox"/> Effective communication; capacity to manage one's personal affairs <input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence <input checked="" type="checkbox"/> Maintain personal health and wellness <input checked="" type="checkbox"/> Prioritize leisure pursuits <input checked="" type="checkbox"/> Living a purposeful and satisfying life <input checked="" 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 checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input checked="" 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 checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input checked="" 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 checked="" type="checkbox"/> Students actively contribute to the college community. <input checked="" 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 checked="" type="checkbox"/> Students feel somebody wants to help them succeed.

SEA Funded Project Inquiry Form

Project Name	Category	Contact	Students served	Students Enrolled	Interactions per Student	Sea Funding Received	SEA funds % of Project
Our House	Student Support	A. Morrison		658		\$122,500	93%

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

Our House Intercultural Center is a profoundly inclusive space where students form bonds across difference and find a sense of home. Brimming with eclectic art, comfy furniture, fun activities, and caring staff, Our House is a welcoming environment for everyone and particularly for students from underserved and underrepresented groups including students of color, LGBTQ+ students, first-generation students and immigrant students because they feel seen, heard, and affirmed within the center. Beyond simply providing a “safe space,” Our House offers regular opportunities for deep levels of student engagement through consciousness-raising activities and multicultural events that range from musical performances to visual-art workshops to guest talks by scholars and social-justice activists. These programs are developed in collaboration with faculty in multiple disciplines who extend learning opportunities outside their classrooms by integrating Our House events into their curriculum. In this way, Our House has become an innovative model of co-curricular programming. Another integral aspect of Our House culture is the co-location of essential services for students from vulnerable populations. This includes EOPS, CalWORKS, the Dream Center, NextUp, and 10,000 Degrees, whose dedicated staff contribute to the success of low-income, parenting, undocumented, foster-youth, and first-generation students, respectively. Our House has become a vital “one stop shop” for wraparound support, a hub of campus life, and a welcoming “living room” for diverse students.

Please describe the specific activities supported by SEA funds.

Our House was able to make robust contributions toward a more diverse and inclusive campus culture during the 2019-20 school year thanks to SEA funding and cross-departmental and community partnerships. Highlights include:

- Our House Learning Community (formerly Connections Petaluma): Provided home base and helped coordinate programming for second cohort in collaboration with linked faculty in English, Communication Studies and Counseling.
- Chicano literary icon Victor Villaseñor: Partnered with Dean of Language Arts Dr. Robert Holcomb to bring the legendary author to Petaluma Campus as part of Our House Learning Community co-curricular programming.
- “A Brief Overview of California Indian History” Indigenous People’s Day workshop led by SRJC student leader Rose Hammock.
- Fire Circle Theater performing-arts workshop facilitated by local theater troupe for Petaluma Puente and Queer Student Union students in partnership with SRJC Dream Center as part of Undocumented Student Week of Action. Workshop focused on the theme of belonging.
- Hip-Hop performance by Kaila Love, former 10,000 Degrees advisor, up-and-coming Bay Area rapper, and motivational speaker as part of Our House Learning Community co-curricular programming.
- Word! Spoken Word & Open Mic performance by David Loret de Mola, Grand Slam Poetry Champion of Sacramento.
- “Black Futures: On Mermaids, Resilient Interventions, and Environmental Catharsis” talk on Black geographies and racial justice by cultural geographer, urbanist, environmentalist, and poet Teju Adisa-Farrar for Black History Month.
- Right to a Roof!/Derecho al Techo activist workshop on housing rights with North Bay Organizing Project (NBOP).
- “Moon Mujeres” Painting Plática with artist Amanda Ayala in honor of Women’s History Month, attended by Petaluma Puente and Queer Student Union students.
- Two collaborations with Queer Student Union (QSU): 1) LGBTQ-themed poetry workshop with July Westhale for National Poetry Month; 2) “Food, Bodies, and Liberation” Interactive Talk with Syd Yang of Oakland’s Blue Jaguar Healing Arts.
- “Get Money” advocacy event to help students access emergency cash aid during COVID closure. Co-presented by Welcome & Connect Center, Student Success, Financial Aid, and Basic Needs programs.
- “La Cultural Cura” Virtual Art Party to support student social-emotional wellbeing at the beginning of COVID closure, co-presented by Welcome & Connect Center and Student Success.

Data

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

Students Served (Headcount & Proportion)

- 65.3% of Our House students are Latinx, a far greater representation than Latinx students district wide (37.5%).
- 41.2% of Our House students are first gen, a far greater representation than first-gen students district wide (24.6%).
- 55.5% of Our House students are low income, a far greater representation than low-income students district wide (32.1%).
- 16.1% of Our House students are DSPS, which is more than double the representation of DSPS students district wide (7.6%).
- 2.9% of Our House students are LGBTQ, nearly double the representation of LGBTQ students district wide (1.6%).
- 2.9% of Our House students are foster youth, compared to 1.7% district wide.
- Our House serves African American and Native American students at roughly proportionate rates to the district as a whole.

Outcomes (Course Completion, Retention, & Persistence)

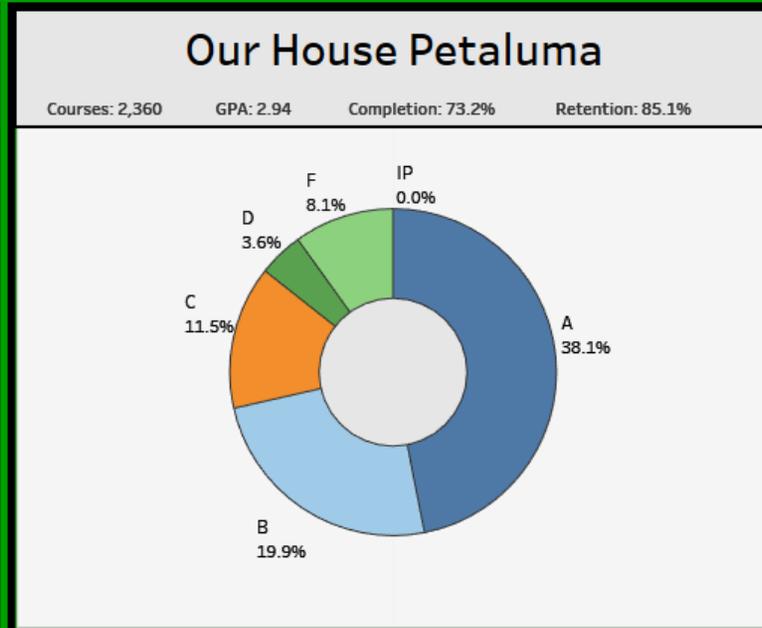
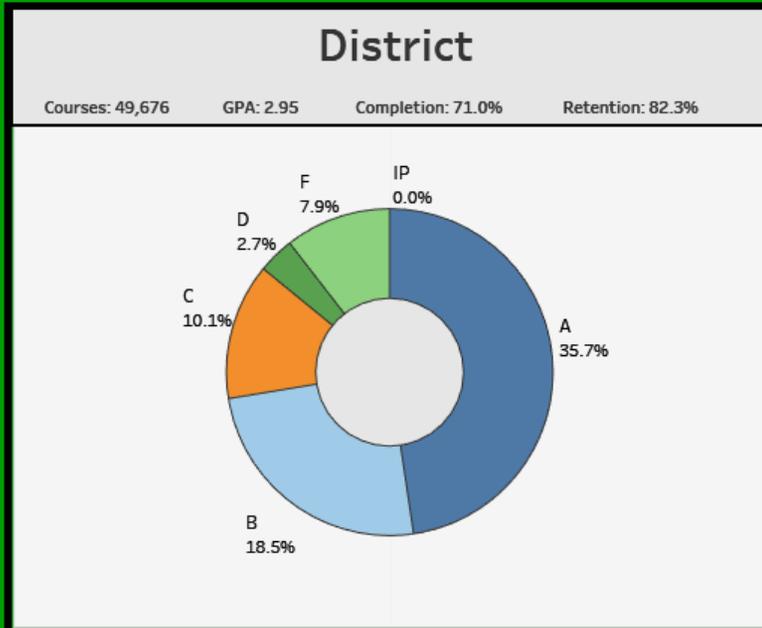
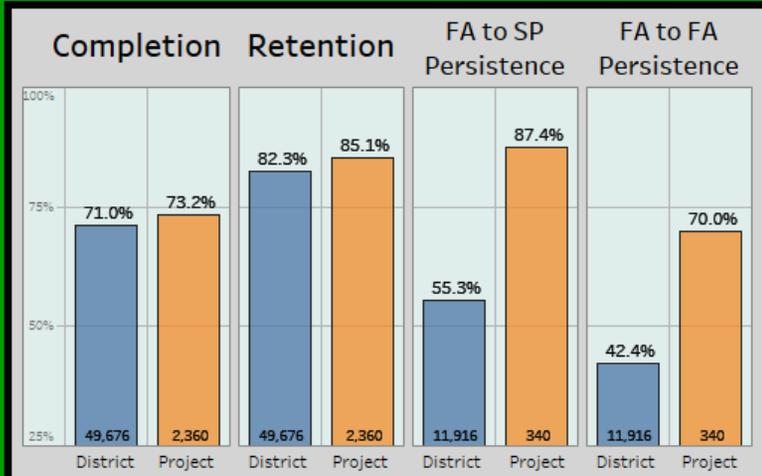
- Course completion rates are significantly higher for Our House students in the following groups:
 - LGBTQ (87.7% Our House compared to 61.9% district)
 - foster youth (65.2% Our House compared to 53.4% district)
 - Native American (80% Our House compared to 69% district)
 - Latinx (73.6% Our House compared to 67.1% district)
 - low-income (71.3% Our House compared to 65.7% district)
 - multiethnic (77.4% Our House compared to 72.1% district)
 - African American (61.9% Our House compared to 59.2% district).
- Course retention rates are significantly higher for Our House students in the following groups:
 - Asian (100% Our House compared to 83.7% district)
 - LGBTQ (94.7% Our House compared to 77.9% district)
 - foster youth (84.1% Our House compared to 71.6% district)
 - Latinx (86.3% Our House compared to 80.9% district)
 - first gen (86.1% Our House compared to 81.6% district)
 - low income (84.2% Our House compared to 79% district).
- Persistence rates are much higher for Our House students compared to district rates across all groups.
 - The fall-to-spring persistence rate for Our House students is 87.5% compared to 55% districtwide.
 - The fall-to-fall persistence rate for Our House students is 69.6% compared to 42% districtwide.

District & SEA Project Comparison

FA19 & SP20

FT & PT

Our House Petaluma



District & SEA Project Comparison

FA19 & SP20

FT & PT

Our House Petaluma

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 / FA19 to FA20)</small>			
	District	Project		District	Project		District	Project		District	Project	
African American	935 2.5%	14 2.1%	African American	59.2%	61.9%	African American	77.0%	73.8%	African American	47.2% 42.6%	85.7% 42.9%	
Asian	1,515 4.0%	13 2.0%	Asian	73.1%	69.7%	Asian	83.7%	100.0%	Asian	58.3% 49.0%	71.4% 71.4%	
Filipino	347 0.9%	2 0.3%	Filipino	69.2%	85.7%	Filipino	82.8%	100.0%	Filipino	51.4% 43.1%	100.0% 100.0%	
LatinX	14,230 37.5%	430 65.3%	LatinX	67.1%	73.6%	LatinX	80.9%	86.3%	LatinX	56.7% 45.9%	90.5% 72.4%	
Multi Ethnicity	2,182 5.8%	23 3.5%	Multi Ethnicity	72.1%	77.4%	Multi Ethnicity	82.4%	85.7%	Multi Ethnicity	56.2% 40.7%	66.7% 50.0%	
Native American	220 0.6%	4 0.6%	Native American	69.0%	80.0%	Native American	81.9%	80.0%	Native American	48.1% 40.3%	100.0% 50.0%	
Pacific Islander	158 0.4%	0.0	Pacific Islander	63.7%	0.0	Pacific Islander	82.1%	0.0	Pacific Islander	43.8% 37.5%	0.0	
White	16,255 42.9%	143 21.7%	White	74.1%	72.7%	White	83.3%	81.9%	White	57.0% 42.1%	83.8% 67.6%	
First Gen	9,313 24.6%	271 41.2%	First Gen	68.9%	71.1%	First Gen	81.6%	86.1%	First Gen	55.3% 43.7%	89.9% 74.1%	
Low Income	12,174 32.1%	365 55.5%	Low Income	65.7%	71.3%	Low Income	79.0%	84.2%	Low Income	56.7% 45.5%	88.2% 67.9%	
DSPS	2,866 7.6%	106 16.1%	DSPS	74.2%	74.6%	DSPS	82.3%	84.4%	DSPS	71.8% 60.3%	93.5% 75.8%	
Veteran	919 2.4%	2 0.3%	Veteran	68.0%	100.0%	Veteran	83.3%	100.0%	Veteran	52.4% 37.2%	100.0% 100.0%	
Foster Youth	654 1.7%	19 2.9%	Foster Youth	53.4%	65.2%	Foster Youth	71.7%	84.1%	Foster Youth	47.7% 40.9%	72.7% 54.5%	
LGBTQ	592 1.6%	19 2.9%	LGBTQ	61.9%	87.7%	LGBTQ	77.9%	94.7%	LGBTQ	40.0% 29.4%	80.0% 70.0%	
Homeless	92 0.2%	1 0.2%	Homeless	35.7%	50.0%	Homeless	62.5%	50.0%	Homeless	21.4% 21.4%	0.0	
Totals	37,933	658	Averages	71.0%	73.2%	Averages	82.3%	85.1%	Fall to Spring	55.0%	87.5%	
									Fall to Fall	42.0%	69.6%	
			Combined Average	71.4%	DI < 69.4%	Combined Average	83.2%	DI < 81.2%	FA to SP Average	63.5%	FA to FA Average	46.9%