



## SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: *Completion and Retention*

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> New Students	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>578</u> SEA Funding Amount \$ _____ SEA Accounts for <u>100</u> % of Program
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input type="checkbox"/> Asian	<input 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 type="checkbox"/> Native American		<input checked="" type="checkbox"/> LGBT	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input checked="" 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
<p>What resources are you utilizing? <i>Check all that apply.</i></p> <p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Personnel</b> (working directly on project)</p> <p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Manager</p> <p><input type="checkbox"/> Classified Staff</p> <p><input type="checkbox"/> Student Employees (peers)</p> <p><input checked="" type="checkbox"/> STNC</p> <p><b>Materials</b></p> <p>Supplies</p> <p><input type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p><b>Services</b></p> <p><input type="checkbox"/> Travel, Workshops</p> <p><input type="checkbox"/> Equipment Leases/services</p> <p><input type="checkbox"/> External services/contracts</p> <p><b>Equipment/Capital Outlay</b></p> <p><input type="checkbox"/> Furniture</p> <p><input type="checkbox"/> Technology equipment/software</p> <p><input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p><b>Direct Student Support</b></p> <p><input type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)</p> <p><input type="checkbox"/> Childcare</p> <p><input type="checkbox"/> Awards (given for an award received)</p>	<p>What are you specifically doing? <i>Check all that apply.</i></p> <p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Direct Work with Students</b></p> <p><input type="checkbox"/> 1:1 work with students</p> <p><input checked="" type="checkbox"/> Work with groups of students</p> <p><input type="checkbox"/> Work with students prior to college entry</p> <p><b>Support Activities</b></p> <p><input type="checkbox"/> Financial or material assistance (\$, books, etc.)</p> <p><input checked="" type="checkbox"/> Academic support or preparation</p> <p><input type="checkbox"/> Life, career or other skill building</p> <p><input type="checkbox"/> Matriculation step support</p> <p><b>Educational Activities</b></p> <p><input type="checkbox"/> Educational programs or workshops</p> <p><input type="checkbox"/> Educational planning</p> <p><input type="checkbox"/> Curriculum development</p> <p><b>Practitioner-focused Activities</b></p> <p><input type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> Research</p> <p><b>Other</b></p> <p><input type="checkbox"/> Technology tools or software</p> <p><input type="checkbox"/> Marketing, Publicity, PR</p> <p><input type="checkbox"/> Referral/Utilization of services</p> <p>Other</p> <p><input type="checkbox"/> _____</p>	<p>Areas where you expect to see change. <i>Check all that apply.</i> (<a href="#">Credit to Learning Reconsidered 2</a>)</p> <p><b>Cognitive Complexity</b></p> <p><input type="checkbox"/> Critical thinking</p> <p><input type="checkbox"/> Reflective thinking</p> <p><input type="checkbox"/> Effective reasoning</p> <p><input type="checkbox"/> Intellectual flexibility</p> <p><input type="checkbox"/> Emotional/cognitive integration</p> <p><input type="checkbox"/> Identity/cognitive integration</p> <p><b>Knowledge</b></p> <p><input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input type="checkbox"/> Connecting knowledge to other knowledge, ideas, &amp; experiences (integration)</p> <p><input type="checkbox"/> Relate knowledge to daily life (application)</p> <p><input type="checkbox"/> Career decidedness</p> <p><input type="checkbox"/> Technological competence</p> <p><b>Humanitarianism</b></p> <p><input type="checkbox"/> Understanding and appreciation of human difference</p> <p><input type="checkbox"/> Cultural competency</p> <p><input type="checkbox"/> Social responsibility</p> <p><b>Civic Engagement</b></p> <p><input type="checkbox"/> Sense of civic responsibility</p> <p><input type="checkbox"/> Commitment to public life through communities of practice</p> <p><input type="checkbox"/> Engage in principled dissent</p> <p><input type="checkbox"/> Effective in leadership</p> <p><b>Inter/Intrapersonal Competence</b></p> <p><input type="checkbox"/> Realistic self-appraisal and self-understanding</p> <p><input type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</p> <p><input type="checkbox"/> Meaningful relationships</p> <p><input type="checkbox"/> Interdependence</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Ability to work with people different from self</p> <p><b>Practical Competence</b></p> <p><input type="checkbox"/> Effective communication; capacity to manage one's personal affairs</p> <p><input type="checkbox"/> Economic self-sufficiency and vocational competence</p> <p><input type="checkbox"/> Maintain personal health and wellness</p> <p><input type="checkbox"/> Prioritize leisure pursuits</p> <p><input type="checkbox"/> Living a purposeful and satisfying life</p> <p><input type="checkbox"/> Media, Technology or Information literacy</p> <p><b>Persistence &amp; Academic Achievement</b></p> <p><input type="checkbox"/> Manage the college experience to achieve academic and personal success</p> <p><input checked="" type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> <b>Other:</b> _____</p>	<p>The impact you expect to have. <i>Check all that apply.</i></p> <p><b>INVITED &amp; WELCOMED</b> <input type="checkbox"/></p> <p><input type="checkbox"/> Students feel a sense of belonging &amp; a part of the SRJC Community.</p> <p><input type="checkbox"/> Students introduced to campus activities, support services, and academic programs.</p> <p><input type="checkbox"/> Students' skills, talents, abilities &amp; experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p><b>GUIDED &amp; SUPPORTED</b> <input type="checkbox"/></p> <p><input type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.</p> <p><input type="checkbox"/> Students have a goal and know how to achieve it.</p> <p><input type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p><b>ENGAGED &amp; EMPOWERED</b> <input type="checkbox"/></p> <p><input type="checkbox"/> Students actively contribute to the college community.</p> <p><input type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute.</p> <p><input type="checkbox"/> Students actively participate in class and extracurricular activities.</p> <p><input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.</p>

# 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
<b>PALS CTE</b>	Academic Support	Amy Flores	578	618	16	\$	100%

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

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

The Peer Assisted Learning Specialists (PALS) Program is intended to help students achieve success by guiding students cultivate and increase:

1. Human Capital (Skills and abilities)
2. Social Capital (Networks and connections to engage students in SRJC's Community)
3. Cultural Capital (Knowledge of the codes and rules to successfully participate)
4. Agency (Awareness that one can overcome any obstacles that might be in one's way)

**Please describe the specific activities supported by SEA funds.**

The goals indicated above can be achieved by providing instructional assistance, embedded tutoring/mentoring, and leadership.

Peer Assisted Learning Specialists provide academic support by:

1. Attending class meetings to offer embedded classroom assistance help to students and/or to understand the teacher's teaching approach and strategies. At least one hour per week in class is required. When determined by instructor, PALS will attend more hours weekly.
2. Providing grading assistance on low-stakes, formative assessments, as needed. PALS may be added to the Canvas course shell and may not have access to gradebooks.
3. Conducting individual and/or small group tutoring sessions outside of regular class, as needed. All sessions must happen on SRJC campuses, and when possible, these sessions will happen in existing tutoring centers on campus: Tutorial Center, Math Lab, and Writing Center.
4. Meeting with the instructor as needed to plan, prepare, and be trained. Each PALS received 10 hours of compensated training.

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

The CTE PALS project served 618 SRJC students enrolled in more than 40 sections of CTE courses. The project served African American, Asian, Filipino, Latinx, Multi Ethnicity, Native American, Pacific Islander and White. First generation students, low income students, DSPS, veterans, foster youth, LGBTQ community and the homeless were part of the project.

1. 35.9% of students who took CTE courses with the PALS program are Latinx, whereas Latinx students account for 29.6% of our enrollment population.
2. 23.5% of students who took CTE courses with the PALS program are first generation students, whereas first generation students account for 17.1% of our enrollment population.
3. 72.7% of our students who took courses with the PALS program successfully completed the course with a C or better compared to 36.7% for our enrollment population. This is a 36% difference.
4. 82.8% of our students who took courses with the PALS program were retained compared to 53.7% for our enrollment population. This is a 29.1% difference.

Students who participated in the CTE PALS program had better academic outcomes compared to our enrollment population.

# PALS CTE Outcomes

## Headcount & Proportion

	Non-PALS	PALS
African American	7 2.1%	15 2.4%
Asian	8 2.4%	24 3.9%
Filipino	1 0.3%	4 0.6%
LatinX	97 29.6%	222 35.9%
Multi Ethnicity	23 7.0%	39 6.3%
Native American	1 0.3%	5 0.8%
Pacific Islander	0.0	2 0.3%
White	169 51.5%	274 44.3%
First Gen	56 17.1%	145 23.5%
Low Income	97 29.6%	225 36.4%
DSPS	28 8.5%	47 7.6%
Veteran	11 3.4%	15 2.4%
Foster Youth	2 0.6%	11 1.8%
LGTBQ	7 2.1%	10 1.6%
Homeless	1 0.3%	2 0.3%
<b>Totals</b>	<b>328</b>	<b>618</b>

