

PALS: English



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: *to support student outcomes in English through embedded tutoring*

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input 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 <u>1,172</u>
<input type="checkbox"/> African American	<input type="checkbox"/> Female	<input type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	SEA Funding Amount \$ <u>90,000</u>
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> DSPS	<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input type="checkbox"/> Degrees	SEA Accounts for <u>100%</u> of Program
<input 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 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>	What are you specifically doing? <i>Check all that apply.</i>	Areas where you expect to see change. <i>Check all that apply. (Credit to Learning Reconsidered 2)</i>	The impact you expect to have. <i>Check all that apply.</i>
<p>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Personnel (working directly on project)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> <input type="checkbox"/> Manager</p> <p><input type="checkbox"/> <input type="checkbox"/> Classified Staff</p> <p><input type="checkbox"/> <input type="checkbox"/> Student Employees (peers)</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> STNC</p> <p>Materials</p> <p><input type="checkbox"/> Supplies</p> <p><input type="checkbox"/> <input type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> <input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p>Services</p> <p><input type="checkbox"/> <input type="checkbox"/> Travel, Workshops</p> <p><input type="checkbox"/> <input type="checkbox"/> Equipment Leases/services</p> <p><input type="checkbox"/> <input type="checkbox"/> External services/contracts</p> <p>Equipment/Capital Outlay</p> <p><input type="checkbox"/> <input type="checkbox"/> Furniture</p> <p><input type="checkbox"/> <input type="checkbox"/> Technology equipment/software</p> <p><input type="checkbox"/> <input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p>Direct Student Support</p> <p><input type="checkbox"/> <input type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)</p> <p><input type="checkbox"/> <input type="checkbox"/> Childcare</p> <p><input type="checkbox"/> <input type="checkbox"/> Awards (given for an award received)</p>	<p>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Direct Work with Students</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1:1 work with students</p> <p><input type="checkbox"/> <input type="checkbox"/> Work with groups of students</p> <p><input type="checkbox"/> <input type="checkbox"/> Work with students prior to college entry</p> <p>Support Activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Financial or material assistance (\$, books, etc.)</p> <p><input type="checkbox"/> <input type="checkbox"/> Academic support or preparation</p> <p><input type="checkbox"/> <input type="checkbox"/> Life, career or other skill building</p> <p><input type="checkbox"/> <input type="checkbox"/> Matriculation step support</p> <p>Educational Activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Educational programs or workshops</p> <p><input type="checkbox"/> <input type="checkbox"/> Educational planning</p> <p><input type="checkbox"/> <input type="checkbox"/> Curriculum development</p> <p>Practitioner-focused Activities</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> <input type="checkbox"/> Research</p> <p>Other</p> <p><input type="checkbox"/> <input type="checkbox"/> Technology tools or software</p> <p><input type="checkbox"/> <input type="checkbox"/> Marketing, Publicity, PR</p> <p><input type="checkbox"/> <input type="checkbox"/> Referral/Utilization of services</p> <p>Other</p> <p><input type="checkbox"/> <input type="checkbox"/> _____</p>	<p>Cognitive Complexity</p> <p><input checked="" type="checkbox"/> Critical thinking</p> <p><input checked="" 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 checked="" type="checkbox"/> Identity/cognitive integration</p> <p>Knowledge</p> <p><input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & 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>Humanitarianism</p> <p><input checked="" type="checkbox"/> Understanding and appreciation of human difference</p> <p><input type="checkbox"/> Cultural competency</p> <p><input type="checkbox"/> Social responsibility</p> <p>Civic Engagement</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>Inter/Intrapersonal Competence</p> <p><input type="checkbox"/> Realistic self-appraisal and self-understanding</p> <p><input checked="" 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 checked="" type="checkbox"/> Collaboration</p> <p><input checked="" type="checkbox"/> Ability to work with people different from self</p> <p>Practical Competence</p> <p><input checked="" 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 checked="" type="checkbox"/> Media, Technology or Information literacy</p> <p>Persistence & Academic Achievement</p> <p><input checked="" 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"/> Other: _____</p>	<p>INVITED & WELCOMED <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community.</p> <p><input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs.</p> <p><input type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p>GUIDED & SUPPORTED <input checked="" type="checkbox"/></p> <p><input checked="" 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 checked="" type="checkbox"/> Students have a goal and know how to achieve it.</p> <p><input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p>ENGAGED & EMPOWERED <input checked="" type="checkbox"/></p> <p><input checked="" 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 checked="" 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>

SEA Funded Project Review 2019/20

Project Name	Category	Contact	Students Served	Students Enrolled	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
PALS English	Academic Support	S. Cavales Doolan	1,172	1,172	32	\$90,000	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 in English provides a framework and then invites faculty and PALS to embody peer assisted learning in the manner best suited for the specific students in their classes. The program is intended to help students achieve success by guiding students to cultivate and increase their:

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

These goals can be achieved by providing instructional assistance, embedded tutoring of writing, peer mentoring, and leadership.

Please describe the specific activities supported by SEA funds.

This project funds Peer Assisted Learning Specialists (STNC category) in English (Writing) to:

- Offer embedded class assistance to students on writing and other assignments and/or help students understand the instructor's teaching approach and strategies
- Participate regularly in the class community. All PALS must attend at least one hour per week of in-person class session, or one hour per week of 'class participation' in online courses (e.g. Zoom sessions, other synchronous class meetings, discussion boards, screencasts, or blogs). When determined by the instructor, PALS will attend more hours weekly.
- Hold individual tutoring sessions outside of any scheduled class meetings as needed.
- Meet with the instructor as needed to plan and prepare.
- Provide grading assistance to instructors on low-stakes, formative assessments, if desired by the instructor. (FERPA certification required)

New PALS receive 10 hours of compensated training. Returning PALS receive 6-10 hours of compensated training.

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

In 2019-20, the English PALS project served 1,172 students enrolled in 46 sections of English & College Skills (Eng 1A linked with co-requisite support course Eng 50, and Eng 1A. One section of CLSKLS 312 and one section of Eng 5 connected to the Puente program were also supported).

Proportion and Headcount

- 27% (1,172) of English students were enrolled in a PALS section during the 2019-20 year.
- Proportions by ethnicity and special populations were on par with the district.

Outcomes

- Overall, Course Completion and Persistence (FA19 to SP20 and FA19) are equal to Non-PALS sections.
- Course Retention rates in PALS sections were higher than that of Non-PALS sections.
- ENGL1A outcomes for PALS are greater than Non-PALS sections
 - Completion rate of 67.1% compared to 61.2% for Non-PALS sections.
 - Retention rate of 84.3% compared to 78.2% for Non-PALS sections
- Corequisite ENGL50 showed lower course outcomes for Completion and Retention, but on par with Non-PALS sections for Persistence. (Note that students in ENGL50 may have been more susceptible to the impacts of COVID-19, the lockdown, and transition to remote delivery of services)
- One section each of ENGL 5 and CLSKLS312 were PALS supported, with 21 and 8 students respectively (inadequate sample sizes for both)

Overall, students enrolled in English courses with PALS had similar or slightly better outcomes than students in Non-PALS courses.

ENGLISH

Headcount & Proportion

	Non-PALS	PALS
African American	142 3.3%	35 3.0%
Asian	194 4.5%	54 4.6%
Filipino	40 0.9%	15 1.3%
LatinX	1,898 44.5%	556 47.4%
Multi Ethnicity	265 6.2%	69 5.9%
Native American	24 0.6%	8 0.7%
Pacific Islander	21 0.5%	13 1.1%
White	1,455 34.1%	360 30.7%
First Gen	1,172 27.5%	353 30.1%
Low Income	1,467 34.4%	409 34.9%
DSPS	332 7.8%	112 9.6%
Veteran	65 1.5%	12 1.0%
Foster Youth	69 1.6%	42 3.6%
LGBTQ	83 1.9%	20 1.7%
Homeless	19 0.4%	5 0.4%

Totals 4,264 1,172

