



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: Provide embedded tutoring and mentoring

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 <u>1,515</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 checked="" 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 checked="" type="checkbox"/> Native American		<input checked="" type="checkbox"/> LGBT		<input checked="" type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input checked="" type="checkbox"/> Hawaiian/Pac Is.		<input checked="" type="checkbox"/> Veterans	<input type="checkbox"/> Adult ED/ESL	<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.</i> (Credit to Learning Reconsidered 2)	
<p>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Personnel (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>Materials</p> <p><input type="checkbox"/> Supplies</p> <p><input type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p>Services</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>Equipment/Capital Outlay</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>Direct Student Support</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>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Direct Work with Students</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>Support Activities</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>Educational Activities</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>Practitioner-focused Activities</p> <p><input type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> Research</p> <p>Other</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>Cognitive Complexity</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>Knowledge</p> <p><input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input 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 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 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>Practical Competence</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>Persistence & Academic Achievement</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"/> Other: _____</p>	<p>The impact you expect to have. <i>Check all that apply.</i></p> <p>INVITED & WELCOMED <input type="checkbox"/></p> <p><input type="checkbox"/> Students feel a sense of belonging & 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 & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p>GUIDED & SUPPORTED <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>ENGAGED & EMPOWERED <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 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	Sea Funding Received	SEA funds % of Project
PALS Math	Academic Support	Ivana Gorgievska	1,515	1,515		\$	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 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. It is intended to help students achieve success by guiding students to cultivate and increase:

- 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)

Please describe the specific activities supported by SEA funds.

The above listed goals can be achieved by providing academic support, such as: instructional assistance, embedded tutoring, mentoring and leadership. The funds from this project are used to hire Peer Assisted Learning Specialists (PALS), as STNC employees.

Peer Assisted Learning Specialists' Duties:

- Attend regular class meetings to offer embedded classroom assistance help to students and/or to understand the instructor's teaching approach and strategies. At least one hour per week in class is required of all PALS. When determined by instructor, PALS will attend more hours weekly.
- Provide grading assistance on low-stakes, formative assessments, as needed. PALS may not have access to grade books. PALS may be added to Canvas as a "PALS" role.
- Hold individual tutoring sessions outside of regular class, as needed. Depending on student demand, these could be small group tutoring sessions. All in person sessions must happen on SRJC campuses, and when possible, these sessions will happen in existing tutoring centers on campus: Tutorial Center or Math Lab.
- Meet with the instructor as needed to plan and prepare.
- Attend any training sessions.

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

During the 2019/20 academic year, the MATH PALS project served 1515 students enrolled in 52 sections. Courses that participated in the MATH PALS program during this academic year were Math 150, Math 161, Math 215, Math 154, Math 156, Math 10, Math 16, Math 15, Math 25, Math 58, and Math 27. The project served African American, Asian, Filipino, Latinx, Multi Ethnicity, Native American, Pacific Islander and White students. First generation students, students who received financial aid, foster youth, LGBTG community, DSPS, veterans and the homeless are part of the project.

- 30% of the students enrolled in one of the eligible Math courses were in a PALS supported section.
- Proportions by ethnicity and special populations were on par with the district.
- Persistence: FA19 to SP20 and FA19 to FA20 continued enrollments for students from a PALS section was greater to that of Non-PALS sections across all courses.
- Four of the PALS courses showed greater outcomes than the Non-PALS courses (Math 161, Math 58, Math 154 and Math 215). The rest of the courses showed lower completion and retention compared to the Non-PALS sections.
- While the overall course completion and retention rates in the PALS courses were lower than the Non-PALS courses, this years' data are not very representative given the extra-ordinary circumstances and emergency remote instruction. For example, Math 16 shows 41.4% completion and 56.9% retention for the PALS sections, compared to 56.7% completion and 68.7% retention in the Non-PALS sections. However, this is comparing two sections from the Fall 2019, which were both Non-PALS, to two sections in the Spring 2020, which were both PALS supported. Considering that the Spring semester had to be finished remotely, under unforeseen circumstances, this is not a meaningful comparison. Even further, due to the emergency situation, many of the Spring PALS were not able to fully perform their duties, as intended by the program.

MATH

Headcount & Proportion

	Non-PALS	PALS
African American	104 2.9%	47 3.1%
Asian	152 4.3%	57 3.8%
Filipino	24 0.7%	8 0.5%
LatinX	1,507 42.4%	635 41.9%
Multi Ethnicity	218 6.1%	102 6.7%
Native American	19 0.5%	8 0.5%
Pacific Islander	17 0.5%	8 0.5%
White	1,403 39.5%	586 38.7%
First Gen	936 26.3%	388 25.6%
Low Income	1,330 37.4%	550 36.3%
DSPS	356 10.0%	148 9.8%
Veteran	79 2.2%	55 3.6%
Foster Youth	55 1.5%	35 2.3%
LGBTQ	35 1.0%	27 1.8%
Homeless	6 0.2%	5 0.3%

Totals 3,554 1,515



