SEA Funded Project Review 2018/19 11

Project Name	Category	Contact	Students served	Students Enrolled	Interactions per Student	Sea Funding Received	SEA funds % of Project
PALS	Academic Support	R. Holcomb	2,913	2,913		$229,000	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 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 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)

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

Please describe the specific activities supported by SEA funds.

This project is aimed to fund Peer Assisted Learning Specialists (STNC category) in Math, English and CTE courses to:

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 gradebooks. PALS may be added to Canvas as a "student."

Hold individual tutoring sessions outside of regular class, as needed. Depending on student demand, these could be small group tutoring sessions. 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.

Meet with the instructor as needed to plan, prepare and be trained. Each PALS will receive 10 hours of compensated training.

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

The project is designed to serve SRJC students enrolled in 40 sections of Math (Math 150A, Math 150B, Math 151, Math 154, Math 155, Math 15), 44 sections of English (English 307, English 309, English 100, English 1A) and CTE courses. The project served African American, Asian, Latinx, Multi Ethnicity, Native American, Pacific Islander and White. First generation students, students who received financial aid, foster youth, LGBTG community, DSPS, veterans and the homeless are part of the project.

<u>Math Courses:</u>

- 49.2% of students who took courses with PALS are Latinx, whereas Latinx students account for 44.3% of our enrollment population.
- 31.5% of students who took courses with PALS are first generation students, whereas first generation students account for 27.8% of our enrollment population.

<u>English Courses:</u>

- 6.8% of students who took courses with PALS are Asian, whereas Asian students account for 4.2% of our enrollment population.
- 53.2% of students who took courses with PALS are Latinx, whereas Latinx students account for 45.9% of our enrollment population.
- 35% of students who took courses with PALS are first generation students, whereas first generation students account for 28.2% of our enrollment population.
- 66.9% of students who took courses with PALS received financial aid, whereas students who received financial aid account for 59.1% of our enrollment population.

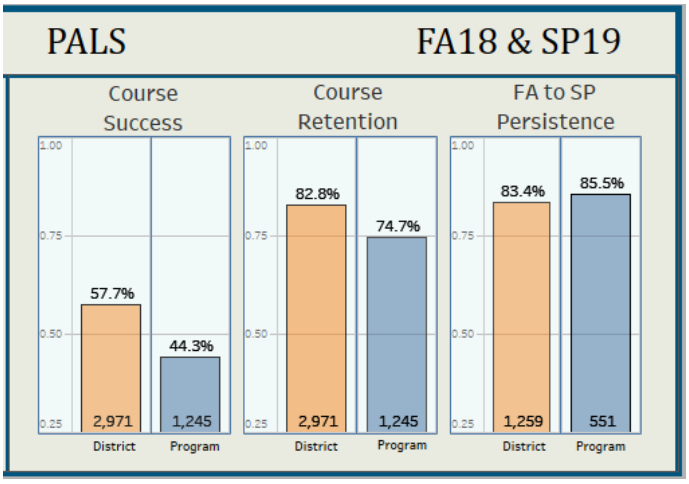
<u>CTE Courses:</u>

- 4% of students who took courses with PALS are Asian, whereas Asian students account for 2.6% of our enrollment population.
- 40.8% of students who took courses with PALS are Latinx, whereas Latinx students account for 22.8% of our enrollment population. This is a significant difference of 18%.
- 26.6% of students who took courses with PALS are first generation students, whereas first generation students account for 17.5% of our enrollment population.
- 53.2% of students who took courses with PALS received financial aid, whereas students who received financial aid account for 37.7% of our enrollment population.

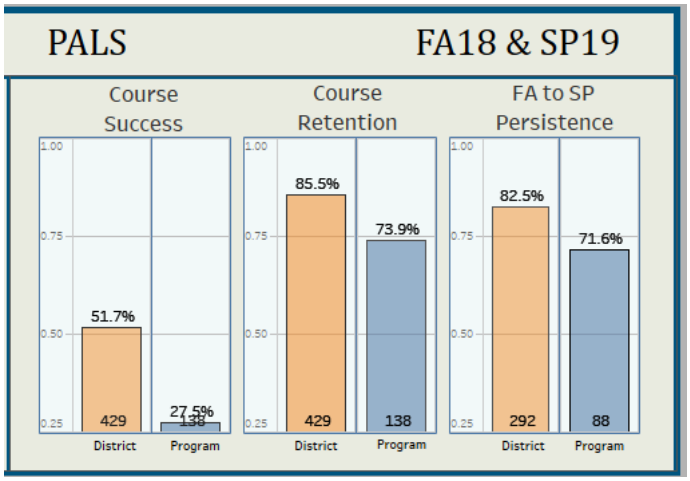
Students who took courses with PALS had better academic outcomes compared to our enrollment population. Numbers from the CTE courses specifically showed significant gains.

Data

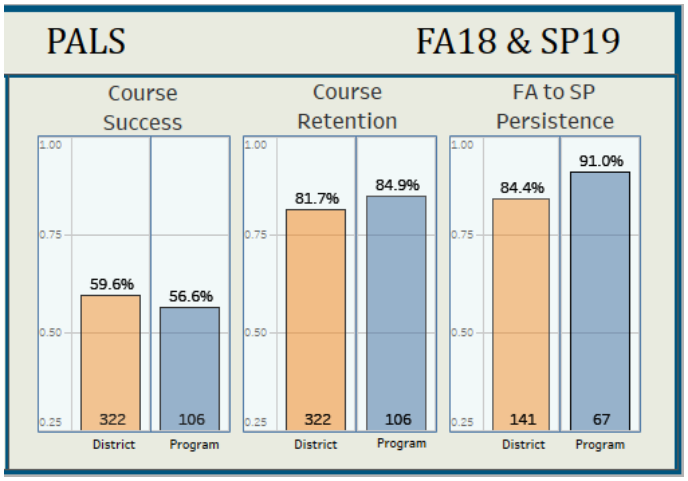
All Math Courses



Math150A



Math150B



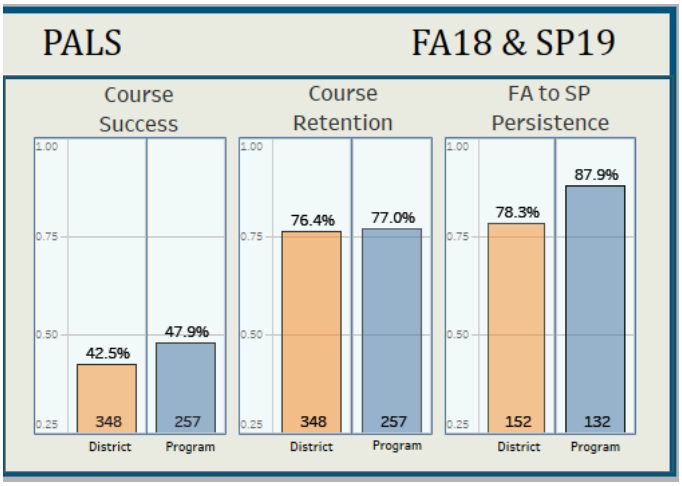
Headcount & Proportion Rates

	District	Project
African American	64 2.4%	24 2.1%
Asian	116 4.3%	59 5.3%
Latinx	1,204 44.3%	551 49.2%
Multi Ethnicity	153 5.6%	55 4.9%
Native American	16 0.6%	6 0.5%
Pacific Islander	9 0.3%	2 0.2%
White	1,137 41.8%	408 36.5%
First Gen Student	755 27.8%	353 31.5%
Received FIN AID	1,681 61.9%	697 62.3%
Foster Youth	4 0.1%	1 0.1%
LGBTQ	72 2.6%	42 3.8%
DSPS	297 10.9%	98 8.8%
Veteran	129 4.7%	44 3.9%
Homeless	15 0.6%	11 1.0%
Totals	2,717	1,119

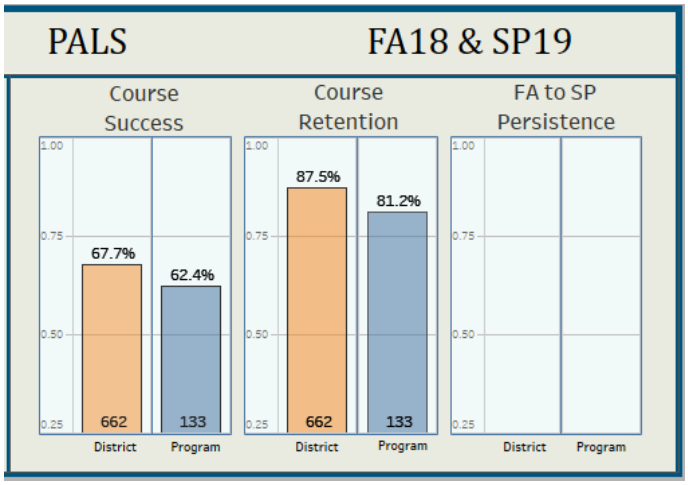
Combined 3,836

Data

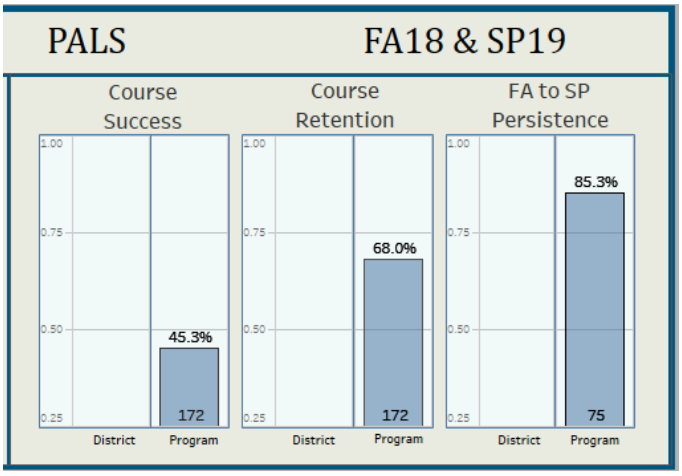
Math151



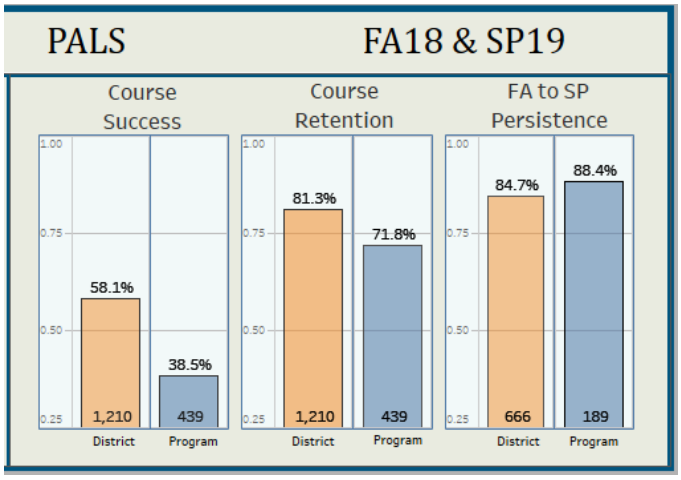
Math15



Math154

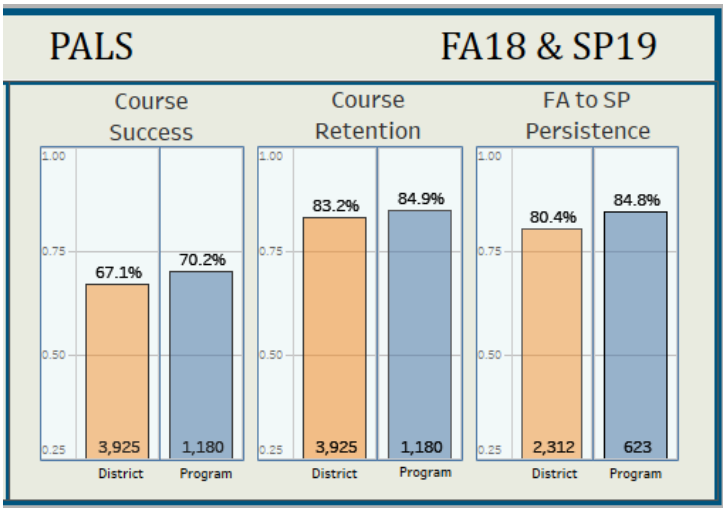


Math155

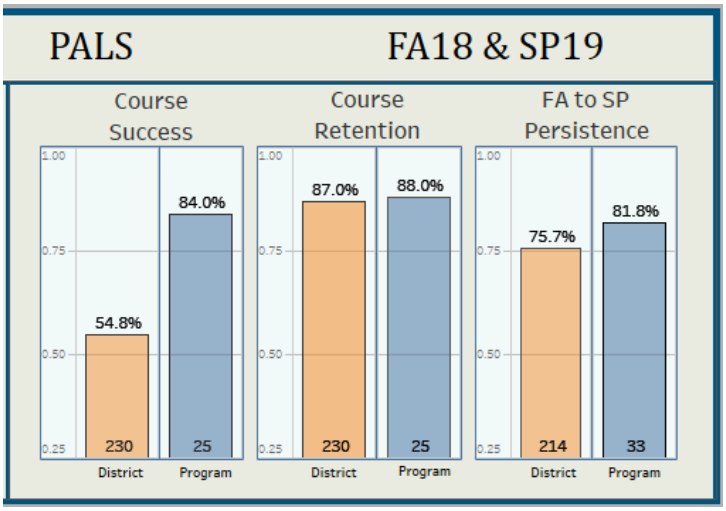


Data

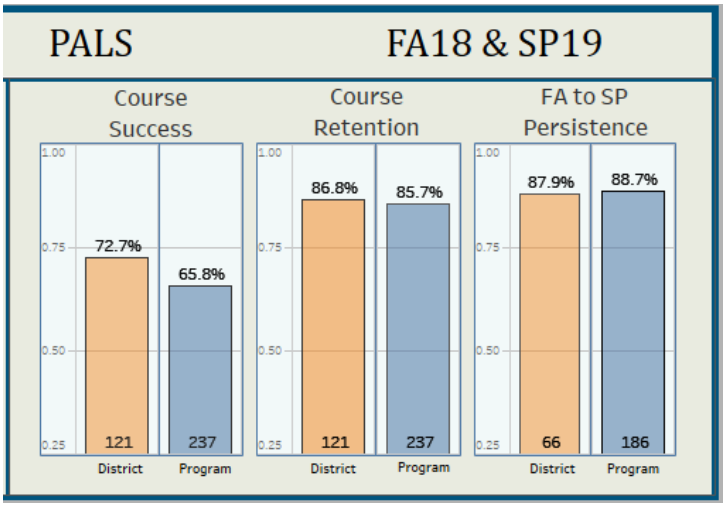
All English Courses



English 307



English 309

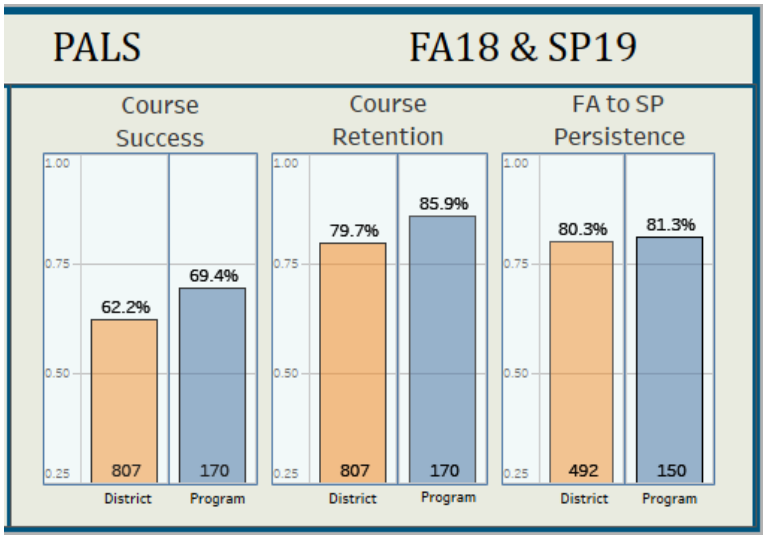


Headcount & Proportion Rates

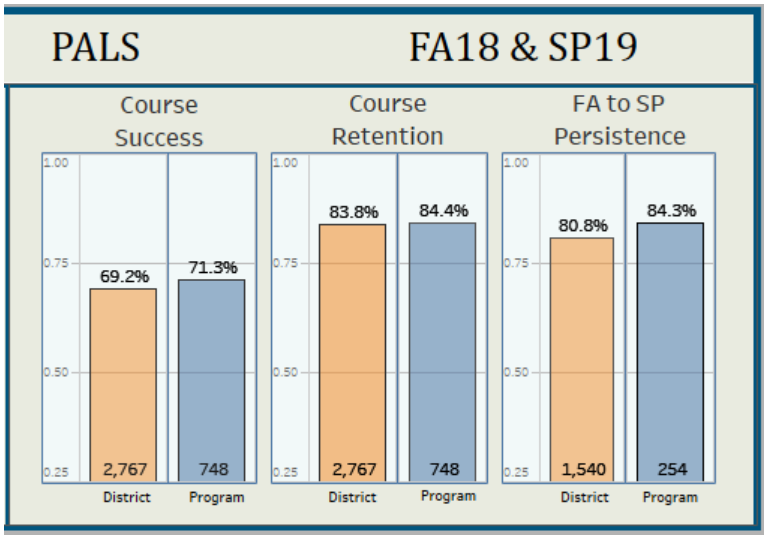
	District	Project
African American	97 2.7%	19 1.6%
Asian	154 4.2%	81 6.8%
Latinx	1,672 45.9%	631 53.2%
Multi Ethnicity	195 5.4%	72 6.1%
Native American	20 0.5%	8 0.7%
Pacific Islander	18 0.5%	5 0.4%
White	1,432 39.3%	357 30.1%
First Gen Student	1,028 28.2%	415 35.0%
Received FIN AID	2,152 59.1%	794 66.9%
Foster Youth	4 0.1%	2 0.2%
LGBTQ	130 3.6%	39 3.3%
DSPS	306 8.4%	98 8.3%
Veteran	132 3.6%	39 3.3%
Homeless	28 0.8%	14 1.2%
Totals	3,641	1,186
Combined	4,827	

Data

English 100

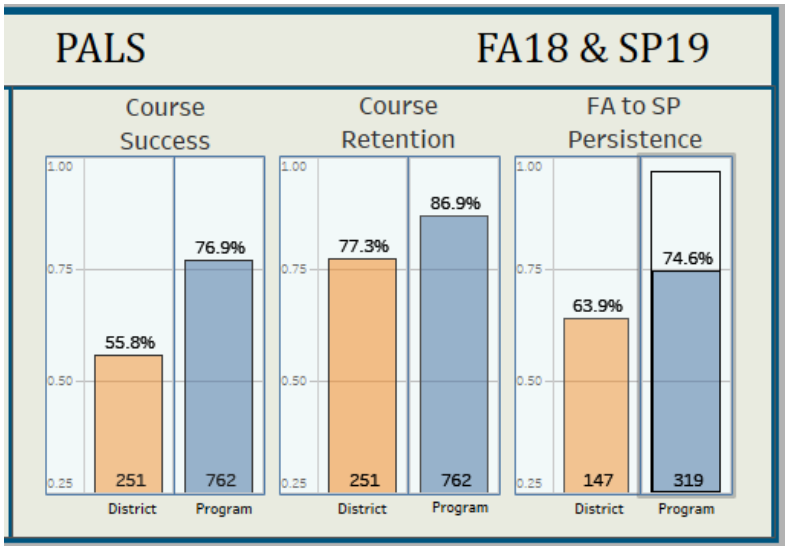


English 1A



Data

All CTE Courses



Headcount & Proportion Rates

	District	Project
African American	3 1.3%	11 1.8%
Asian	6 2.6%	24 4.0%
Latinx	52 22.8%	244 40.8%
Multi Ethnicity	17 7.5%	32 5.4%
Native American	1 0.4%	4 0.7%
Pacific Islander	-	3 0.5%
White	145 63.6%	274 45.8%
First Gen Student	40 17.5%	159 26.6%
Received FIN AID	86 37.7%	318 53.2%
Foster Youth	-	2 0.3%
LGBTQ	6 2.6%	20 3.3%
DSPS	12 5.3%	38 6.4%
Veteran	17 7.5%	36 6.0%
Homeless	2 0.9%	7 1.2%
Totals	228	598

Combined 826