

Petaluma Tutorial Center

SEA Project Annual Goals Cover Sheet



Over-arching issues we are trying address: *Supporting student success in course completion and retention.*

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 checked="" type="checkbox"/> Matriculation	Number of Students Served <u>847</u> SEA Funding Amount \$ _____ SEA Accounts for _____% of Program
<input type="checkbox"/> African American	<input type="checkbox"/> Female	<input type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Transfer	
<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	
<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 checked="" 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 checked="" type="checkbox"/> <input type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Manager</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Classified Staff</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Student Employees (peers)</p> <p><input type="checkbox"/> <input type="checkbox"/> STNC</p> <p>Materials</p> <p><input type="checkbox"/> Supplies</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Printing/Graphics</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p>Services</p> <p><input checked="" 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 checked="" type="checkbox"/> <input type="checkbox"/> Technology equipment/software</p> <p><input checked="" 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 checked="" type="checkbox"/> <input checked="" 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 checked="" type="checkbox"/> <input checked="" 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 type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> <input type="checkbox"/> Research</p> <p>Other</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Technology tools or software</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Marketing, Publicity, PR</p> <p><input checked="" 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 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 checked="" 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 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 checked="" 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 type="checkbox"/> Manage the college experience to achieve academic and personal success</p> <p><input type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> Other: _____</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 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 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 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>

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
Petaluma Tutorial	Academic Support	Lynn Erikson Rhode	847	779	6-10	\$	%

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

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

The Petaluma Tutorial Center has remained focused on providing academic support for students related to specific courses as well as providing study skills support focused on student need. Petaluma Tutorial staff provides on-going outreach through classroom presentations, on campus presentations, and campus events and meetings.

Beginning in the Fall of 2018, the Petaluma Tutorial Center began hosting the Writing Center on the Petaluma campus.

The expansion of services has created a hub for student academic support on the Petaluma campus serving students from Basic Skills to Transfer Track completion.

Please describe the specific activities supported by SEA funds.

The SEA funds have provided the opportunity to add an additional part time Instructional Assistant with a STEM focus. This has been especially helpful with the implementation of AB 705 and the increase in student need for support in Statistics.

The Petaluma Tutorial Center staff focuses on student engagement and providing academic support in all subject areas. Staff works with students to ensure they have a clear understanding of the problems and assignments that they are working on while guiding them to work independently with support when needed.

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

Students served in the Petaluma Tutorial Center have demonstrated greater course completion, course retention, and persistence than the district averages. The Petaluma Tutorial Center is serving students from all student demographic areas at and around the district levels.

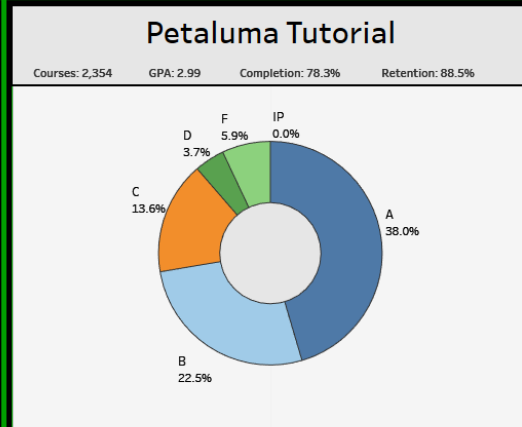
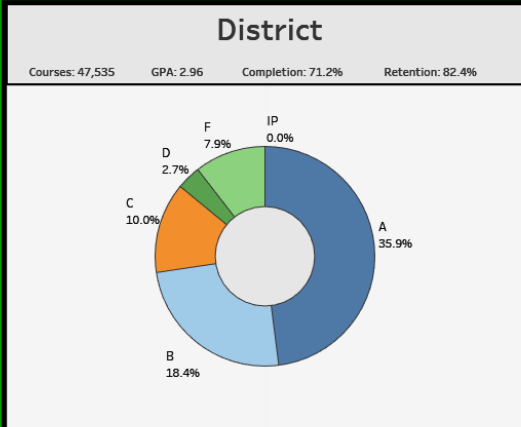
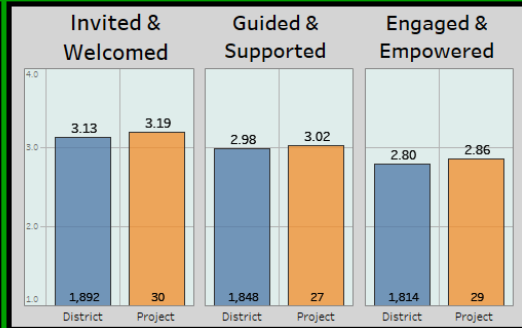
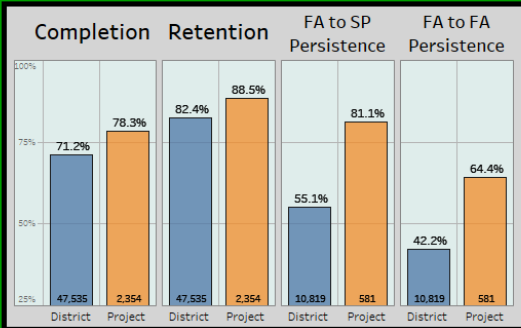
Students identifying as DSPS have been accessing services at a significantly higher rate than district enrollment percentages. Students identifying as African American, LatinX, and First Gen accessing Petaluma Tutorial Center Services have demonstrated significantly higher course completion rates than those not accessing services in the district.

Course Retention and Persistence Rates are also significantly higher than the district average.

Petaluma Tutorial Center strives to support students in accessing course curriculum and resources available on campus beyond the Tutorial Center. The increase in student use and persistence in courses supports the progress toward this goal.

District & SEA Project Comparison

FA19 & SP20 FT & PT Petaluma Tutorial



District & SEA Project Comparison

FA19 & SP20 FT & PT Petaluma Tutorial

Headcount & Proportion

	District	Project
African American	935 (2.5%)	21 (2.7%)
Asian	1,515 (4.0%)	27 (3.5%)
Filipino	347 (0.9%)	1 (0.1%)
LatinX	14,230 (37.5%)	343 (44.0%)
Multi Ethnicity	2,182 (5.8%)	25 (3.2%)
Native American	220 (0.6%)	5 (0.6%)
Pacific Islander	158 (0.4%)	3 (0.4%)
White	16,255 (42.9%)	324 (41.6%)
First Gen	9,313 (24.6%)	231 (29.7%)
Low Income	12,174 (32.1%)	298 (38.3%)
DSPS	2,866 (7.6%)	135 (17.3%)
Veteran	919 (2.4%)	16 (2.1%)
Foster Youth	654 (1.7%)	10 (1.3%)
LGTBQ	592 (1.6%)	7 (0.9%)
Homeless	92 (0.2%)	0.0
Totals	37,933	779

Course Completion

	District	Project
African American	58.8%	80.9%
Asian	73.3%	78.9%
Filipino	69.7%	75.0%
LatinX	67.3%	77.0%
Multi Ethnicity	72.4%	73.4%
Native American	69.1%	78.9%
Pacific Islander	65.2%	50.0%
White	74.2%	81.1%
First Gen	69.0%	75.7%
Low Income	65.9%	75.4%
DSPS	74.6%	71.2%
Veteran	68.4%	61.9%
Foster Youth	53.4%	63.6%
LGTBQ	62.2%	42.9%
Homeless	37.0%	0.0
Averages	71.2%	78.3%

Combined Average **71.4%** DI < **69.4%**

Course Retention

	District	Project
African American	77.1%	93.6%
Asian	84.0%	92.1%
Filipino	83.3%	100.0%
LatinX	81.1%	89.4%
Multi Ethnicity	82.6%	82.3%
Native American	82.0%	78.9%
Pacific Islander	83.2%	50.0%
White	83.4%	88.8%
First Gen	81.6%	88.5%
Low Income	79.1%	87.4%
DSPS	82.8%	80.2%
Veteran	83.4%	73.8%
Foster Youth	71.6%	78.8%
LGTBQ	78.4%	66.7%
Homeless	64.8%	0.0
Averages	82.4%	88.4%

Combined Average **83.2%** DI < **81.2%**

Persistence (FA19 to SP20 / FA19 to FA20)

	District	Project
African American	46.0%	76.5%
Asian	42.5%	47.1%
Asian	56.9%	81.0%
Filipino	47.9%	61.9%
Filipino	53.4%	100.0%
Filipino	41.7%	100.0%
LatinX	57.0%	81.5%
LatinX	46.2%	63.8%
Multi Ethnicity	55.7%	82.4%
Multi Ethnicity	40.7%	70.6%
Native American	47.3%	100.0%
Native American	39.2%	100.0%
Pacific Islander	44.4%	50.0%
Pacific Islander	37.8%	100.0%
White	56.6%	80.8%
White	41.7%	64.5%
First Gen	55.1%	81.1%
First Gen	43.7%	65.7%
Low Income	56.5%	81.3%
Low Income	44.9%	66.5%
DSPS	72.9%	81.7%
DSPS	61.2%	63.4%
Veteran	52.7%	45.5%
Veteran	38.7%	72.7%
Foster Youth	49.6%	57.1%
Foster Youth	40.4%	71.4%
LGTBQ	39.7%	75.0%
LGTBQ	30.8%	75.0%
Homeless	21.4%	0.0
Homeless	21.4%	0.0
Fall to Spring	54.8%	81.0%
Fall to Fall	41.8%	64.3%

FA to SP Average **63.5%** FA to FA Average **46.9%**