Southwest Center
SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address:	The overall goal is to provide access to matriculation services to noncredit students at the Southwest Center.	

Group Targeted for Intervention:

☒ LatinX	☒ All Students	☐ New Students	☐ Foster Youth
☐ African American	☐ Female	☐ First Gen	☐ Homeless
☐ Asian	☐ Male	☐ DSPS	☐ Economically Disadvantaged
☐ Native American		☐ LGBT	
☐ Hawaiian/Pac Is.		☐ Veterans	☒ Adult ED/ESL
☐ _____		☐ Other _____	

Metrics:

☐ Course Completion	☒ Matriculation
☐ Retention	☐ Transfer
☐ xfer ENGL in 1 Year	☐ Degrees
☐ xfer Math in 1 Year	☐ Certificates
☒ Access	☐ Attain Living Wage
☐ Other _____	☐ Outreach

SEA Funding:

Number of Students Served __866__

SEA Funding Amount $691,545__

SEA Accounts for __90%__ of Program

PROGRAM PROCESS

Resources (Inputs)
What resources are you utilizing? *Check all that apply.*

(O = Overall project/S = SEA funded)

O | S

Personnel (working directly on project)
- ☐ ☒ Faculty
- ☐ ☒ Manager
- ☒ ☒ Classified Staff
- ☐ ☒ Student Employees (peers)
- ☐ ☒ STNC

Materials
Supplies
- ☐ ☒ Printing/Graphics
- ☐ ☐ Textbooks/Magazines/Periodicals

Services
- ☐ ☒ Travel, Workshops
- ☐ ☒ Equipment Leases/services
- ☒ ☐ External services/contracts

Equipment/Capital Outlay
- ☒ ☐ Furniture
- ☒ ☐ Technology equipment/software
- ☒ ☐ Instructional/Non-Inst. Equipment

Direct Student Support
- ☐ ☐ Supplies given to students (meal vouchers, books, etc.)
- ☐ ☐ Childcare
- ☐ ☐ Awards (given for an award received)

Activities (Outputs)
What are you specifically doing? *Check all that apply.*

(O = Overall project/S = SEA funded)

O | S

Direct Work with Students
- ☐ ☒ 1:1 work with students
- ☐ ☒ Work with groups of students
- ☒ ☒ Work with students prior to college entry

Support Activities
- ☐ ☐ Financial or material assistance ($, books, etc.)
- ☐ ☐ Academic support or preparation
- ☐ ☐ Life, career or other skill building
- ☐ ☒ Matriculation step support

Educational Activities
- ☐ ☒ Educational programs or workshops
- ☐ ☒ Educational planning
- ☐ ☐ Curriculum development

Practitioner-focused Activities
- ☐ ☒ Professional/staff development
- ☐ ☒ Research

Other
- ☒ ☒ Technology tools or software
- ☐ ☒ Marketing, Publicity, PR
- ☒ ☒ Referral/Utilization of services
Other
- ☐ ☐ _____

PROGRAM RESULTS

STUDENT OUTCOMES
Areas where you expect to see change. *Check all that apply.* ([Credit to Learning Reconsidered 2](#))

Cognitive Complexity
- ☐ Critical thinking
- ☐ Reflective thinking
- ☐ Effective reasoning
- ☐ Intellectual flexibility
- ☐ Emotional/cognitive integration
- ☐ Identity/cognitive integration

Knowledge
- ☐ Understanding knowledge from a range of disciplines (acquisition)
- ☐ Connecting knowledge to other knowledge, ideas, & experiences (integration)
- ☐ Relate knowledge to daily life (application)
- ☐ Career decidedness
- ☐ Technological competence

Humanitarianism
- ☐ Understanding and appreciation of human difference
- ☐ Cultural competency
- ☐ Social responsibility

Civic Engagement
- ☐ Sense of civic responsibility
- ☐ Commitment to public life through communities of practice
- ☐ Engage in principled dissent
- ☐ Effective in leadership

Inter/Intrapersonal Competence
- ☐ Realistic self-appraisal and self-understanding
- ☐ Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting
- ☐ Meaningful relationships
- ☐ Interdependence
- ☐ Collaboration
- ☐ Ability to work with people different from self

Practical Competence
- ☐ Effective communication; capacity to manage one's personal affairs
- ☐ Economic self-sufficiency and vocational competence
- ☐ Maintain personal health and wellness
- ☐ Prioritize leisure pursuits
- ☐ Living a purposeful and satisfying life
- ☐ Media, Technology or Information literacy

Persistence & Academic Achievement
- ☐ Manage the college experience to achieve academic and personal success
- ☐ Leading to academic goal success including degree attainment

- ☐ **Other:**
  _____
  _____

PILLARS
The impact you expect to have. *Check all that apply.*

INVITED & WELCOMED ☒
- ☐ Students feel a sense of belonging & a part of the SRJC Community.
- ☐ Students introduced to campus activities, support services, and academic programs.
- ☒ Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

GUIDED & SUPPORTED ☒
- ☒ Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.
- ☒ Students have a goal and know how to achieve it.
- ☒ Students stay on track – keeping their eye on the prize.

ENGAGED & EMPOWERED ☒
- ☒ Students actively contribute to the college community.
- ☒ Students feel they are reflected and represented in the campus culture and motivated to contribute.
- ☒ Students actively participate in class and extracurricular activities.
- ☒ Students feel somebody wants to help them succeed.

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
Southwest Center	Student Support	Hector Delgado	866	1,527	~4	$691,545	90 %

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

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

This project's overall goal is to provide access to matriculation services to noncredit students at the Southwest Center. The designed matriculation procedures, processes, and practices underestimate noncredit students' ability to navigate SRJC's complex educational system. The notion of having this student population complete the admissions and registration processes online seems fair. Yet over 60% of noncredit students are computer illiterate. Thus, creating a barrier to SRJC's academic programs and student support services.

Although the project only evaluates services provided at the Southwest Center, it is not limited to this site. It serves seven off-campus locations throughout the District with registration, assessment, orientation, educational planning, and counseling services.

For this reason, this project intends to provide access to services for students to have an easier transition matriculating into SRJC's academic programs. Furthermore, the District needs to be intentional at delivering these services to sites where classes are taught to develop trust with non-English speaking students.

Please describe the specific activities supported by SEA funds.

The following activities were supported by this project to provide access:

• Delivery of registration, assessment orientation, and counseling services
• Assist students with the CCCApply admissions application
• Use paper registration cards to assist students with class enrollment
• Welcome Day

All of these activities have allowed SRJC to focus on the project's integrated goal to welcome and invite students. These activities have made it easier for noncredit students to apply and enroll in noncredit classes and complete the steps they need to be fully matriculated.

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

One highlight of this project is the number of students served. Of the Districts' noncredit students, the Southwest Center is proportionality serving double the rate of African American and Asian students. An equal proportion of Latino students between Southwest Center and non-Southwest Center.

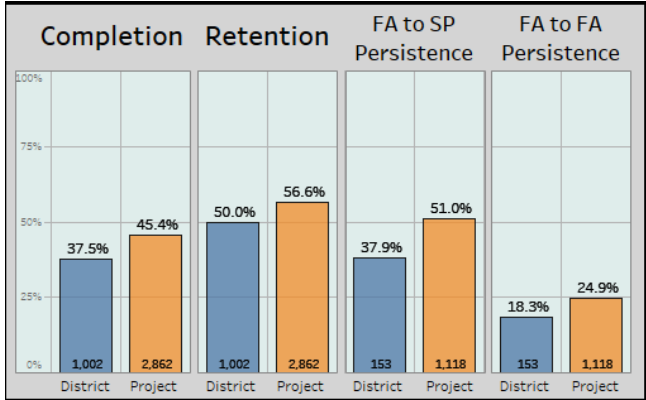Another highlight is that Southwest Center students are outperforming at a more significant academic outcome rate than non-Southwest Center students.

Overall, the project's intentions to have noncredit students become familiar with SRJC's educational system, academic programs, and student support services are working. The program shows encouraging results regarding students' course completion retention and persistence.

DATA

District & SEA Project Comparison

Noncredit SWC

	Completion	Retention	FA to SP Persistence	FA to FA Persistence
District	37.5% (1,002)	50.0% (1,002)	37.9% (153)	18.3% (153)
Project	45.4% (2,862)	56.6% (2,862)	51.0% (1,118)	24.9% (1,118)

Headcount & Proportion

	District	Project
African American	5 / 0.7%	26 / 1.4%
Asian	14 / 2.1%	97 / 5.3%
Filipino	2 / 0.3%	4 / 0.2%
LatinX	598 / 89.7%	1,585 / 87.1%
Multi Ethnicity	2 / 0.3%	5 / 0.3%
Native American	0.0	1 / 0.1%
Pacific Islander	0.0	0.0
White	32 / 4.8%	57 / 3.1%
First Gen	132 / 19.8%	397 / 21.8%
Low Income	56 / 8.4%	142 / 7.8%
DSPS	3 / 0.4%	5 / 0.3%
Veteran	1 / 0.1%	1 / 0.1%
Foster Youth	2 / 0.3%	1 / 0.1%
LGTBQ	2 / 0.3%	6 / 0.3%
Homeless	0.0	1 / 0.1%
Totals	**667**	**1,819**

Course Completion

	District	Project
African American	12.5%	23.3%
Asian	28.6%	50.0%
Filipino	25.0%	83.3%
LatinX	37.2%	44.9%
Multi Ethnicity	66.7%	45.5%
Native American	0.0	100.0%
Pacific Islander	0.0	0.0
White	45.7%	58.4%
First Gen	34.4%	47.7%
Low Income	27.8%	51.1%
DSPS	33.3%	9.1%
Veteran	0.0%	25.0%
Foster Youth	33.3%	0.0%
LGTBQ	50.0%	61.5%
Homeless	0.0	0.0%
Averages	**37.5%**	**45.4%**

Combined Average **43.1%**   DI < **41.1%**

Course Retention

	District	Project
African American	37.5%	37.2%
Asian	52.4%	59.3%
Filipino	50.0%	83.3%
LatinX	49.7%	56.2%
Multi Ethnicity	66.7%	45.5%
Native American	0.0	100.0%
Pacific Islander	0.0	0.0
White	50.0%	67.3%
First Gen	52.9%	58.0%
Low Income	47.2%	61.6%
DSPS	33.3%	27.3%
Veteran	0.0%	25.0%
Foster Youth	33.3%	0.0%
LGTBQ	50.0%	61.5%
Homeless	0.0	0.0%
Averages	**50.0%**	**56.6%**

Combined Average **54.1%**   DI < **52.1%**

Persistence (FA19 to SP20 / FA19 to FA20)

	District	Project
African American	100.0% / 100.0%	76.9% / 38.5%
Asian	20.0% / 0.0%	40.7% / 16.7%
Filipino	0.0% / 0.0%	100.0% / 50.0%
LatinX	38.5% / 19.3%	51.6% / 25.3%
Multi Ethnicity	100.0% / 0.0%	33.3% / 33.3%
Native American	0.0	0.0% / 0.0%
Pacific Islander	0.0	0.0
White	25.0% / 0.0%	37.8% / 27.0%
First Gen	38.2% / 26.5%	53.4% / 26.5%
Low Income	31.6% / 10.5%	58.0% / 27.3%
DSPS	0.0% / 0.0%	66.7% / 33.3%
Veteran	100.0% / 0.0%	0.0
FOSTER YOUTH	0.0	0.0
LGTBQ	0.0	25.0% / 50.0%
Homeless	0.0	100.0% / 0.0%
Fall to Spring	**37.9%**	**51.0%**
Fall to Fall	**18.3%**	**24.9%**

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