

SLEE: Student Leaders



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: *Student Engagement & Success*

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input checked="" 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>93</u> SEA Funding Amount <u>\$12,000</u> SEA Accounts for _____% of Program
<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<input checked="" type="checkbox"/> Access	<input checked="" 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> (O = Overall project/S = SEA funded) O S <u>Personnel</u> (working directly on project) <input type="checkbox"/> Faculty <input type="checkbox"/> Manager <input type="checkbox"/> Classified Staff <input checked="" type="checkbox"/> Student Employees (peers) <input type="checkbox"/> STNC <u>Materials</u> <input type="checkbox"/> Supplies <input checked="" type="checkbox"/> Printing/Graphics <input type="checkbox"/> Textbooks/Magazines/Periodicals <u>Services</u> <input type="checkbox"/> Travel, Workshops <input type="checkbox"/> Equipment Leases/services <input type="checkbox"/> External services/contracts <u>Equipment/Capital Outlay</u> <input type="checkbox"/> Furniture <input type="checkbox"/> Technology equipment/software <input type="checkbox"/> Instructional/Non-Inst. Equipment <u>Direct Student Support</u> <input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.) <input type="checkbox"/> Childcare <input type="checkbox"/> Awards (given for an award received)	What are you specifically doing? <i>Check all that apply.</i> (O = Overall project/S = SEA funded) O S <u>Direct Work with Students</u> <input checked="" type="checkbox"/> 1:1 work with students <input checked="" type="checkbox"/> Work with groups of students <input checked="" type="checkbox"/> Work with students prior to college entry <u>Support Activities</u> <input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.) <input type="checkbox"/> Academic support or preparation <input checked="" type="checkbox"/> Life, career or other skill building <input checked="" type="checkbox"/> Matriculation step support <u>Educational Activities</u> <input checked="" type="checkbox"/> Educational programs or workshops <input type="checkbox"/> Educational planning <input type="checkbox"/> Curriculum development <u>Practitioner-focused Activities</u> <input type="checkbox"/> Professional/staff development <input type="checkbox"/> Research <u>Other</u> <input type="checkbox"/> Technology tools or software <input checked="" type="checkbox"/> Marketing, Publicity, PR <input checked="" type="checkbox"/> Referral/Utilization of services Other <input type="checkbox"/> _____	Areas where you expect to see change. <i>Check all that apply.</i> (Credit to Learning Reconsidered 2) <u>Cognitive Complexity</u> <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Reflective thinking <input checked="" type="checkbox"/> Effective reasoning <input checked="" type="checkbox"/> Intellectual flexibility <input checked="" type="checkbox"/> Emotional/cognitive integration <input checked="" type="checkbox"/> Identity/cognitive integration <u>Knowledge</u> <input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input checked="" type="checkbox"/> Relate knowledge to daily life (application) <input checked="" type="checkbox"/> Career decidedness <input checked="" type="checkbox"/> Technological competence <u>Humanitarianism</u> <input checked="" type="checkbox"/> Understanding and appreciation of human difference <input checked="" type="checkbox"/> Cultural competency <input checked="" type="checkbox"/> Social responsibility <u>Civic Engagement</u> <input checked="" type="checkbox"/> Sense of civic responsibility <input checked="" type="checkbox"/> Commitment to public life through communities of practice <input type="checkbox"/> Engage in principled dissent <input checked="" type="checkbox"/> Effective in leadership <u>Inter/Intrapersonal Competence</u> <input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding <input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input checked="" type="checkbox"/> Meaningful relationships <input checked="" type="checkbox"/> Interdependence <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Ability to work with people different from self <u>Practical Competence</u> <input checked="" type="checkbox"/> Effective communication; capacity to manage one's personal affairs <input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence <input checked="" type="checkbox"/> Maintain personal health and wellness <input type="checkbox"/> Prioritize leisure pursuits <input checked="" type="checkbox"/> Living a purposeful and satisfying life <input checked="" type="checkbox"/> Media, Technology or Information literacy <u>Persistence & Academic Achievement</u> <input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success <input checked="" type="checkbox"/> Leading to academic goal success including degree attainment <input type="checkbox"/> <u>Other:</u> _____ _____	The impact you expect to have. <i>Check all that apply.</i> <u>INVITED & WELCOMED</u> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community. <input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input checked="" type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated. <u>GUIDED & SUPPORTED</u> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input checked="" type="checkbox"/> Students have a goal and know how to achieve it. <input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize. <u>ENGAGED & EMPOWERED</u> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Students actively contribute to the college community. <input checked="" type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute. <input checked="" type="checkbox"/> Students actively participate in class and extracurricular activities. <input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.

SEA Funded Project Review 2019/20

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
SLEE: Student Leaders	Engagement	Hilleary Zarate	48	93	50+	\$12,000	%

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

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

Student leaders in this project are paid a living wage to welcome, guide, support, engage and empower other students. One hiring requirement is to have attended SRJC for at least one year. The matriculation steps for prospective, new, returning and continuing students are prioritized.

Please describe the specific activities supported by SEA funds.

Many student employees are partially SEA funded, including Student Ambassadors and Student Success Peer Coaches. Supervisors interact daily with these students and the role of these positions are to be the first line of contact with the public, as well as welcome, guide and engage with other students over the academic year.

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

Student leaders reach **equity target groups**, specifically:

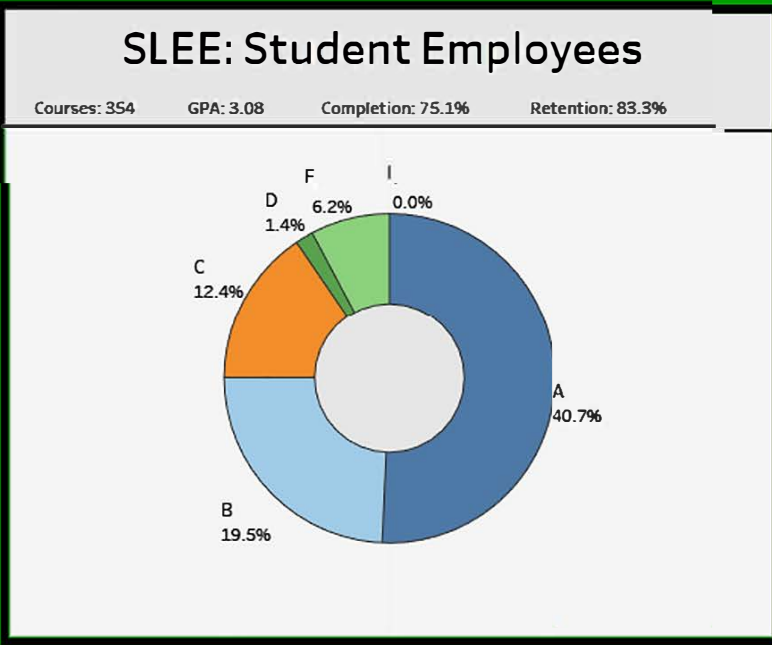
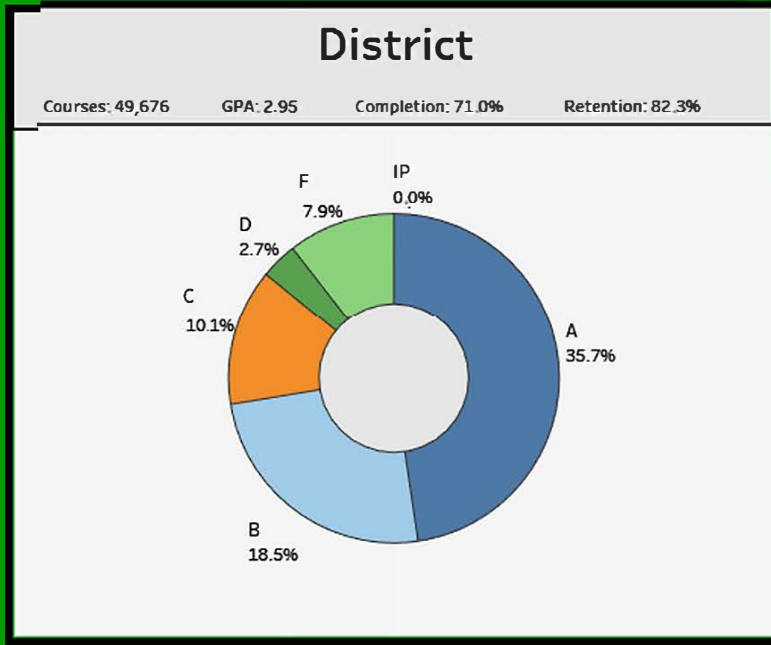
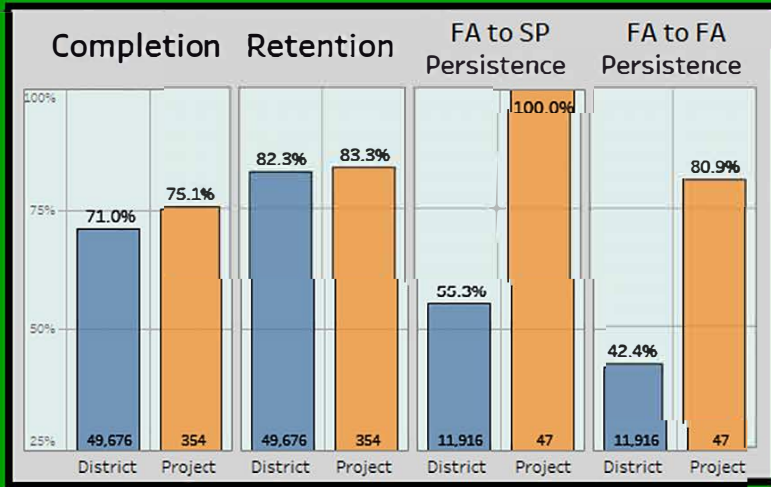
- 62% of student leaders are Latinx, far greater representation than African Americans District wide (37.5%). Many of the Latinx identified student leaders are also bilingual and bicultural, which mirrors a specialized student population.
- First Generation, Low Income and DSPS are also represented very well in student leadership.

Student leaders have an overall **course completion rate** of 75% compared to 71% District-wide, with First Generation students completing at 78% compared to 69% District-wide.

Student leaders have an overall **fall to spring persistence rate** of 100% compared to 55% District-wide, with both First Generation and Low Income students at 100% compared to approximately 56% District-wide. Latinx students who are paid student leaders show much better fall to spring and fall to fall persistence rates than non-Latinx students do.

District & SEA Project Comparison

FA19 & SP20 FT & PT SLEE: Student Leaders



District & SEA Project Comparison

FA19 & SP20 FT & PT SLEE: Student Employees

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 FA19 to FA20)</small>		
	District	Project		District	Project		District	Project		District	Project
African American	935 2.5%	2 2.2%	African American	59.2%	75.0%	African American	77.0%	75.0%	African American	47.2% 42.6%	100.0% 0.0%
Asian	1,515 4.0%	6 6.5%	Asian	73.1%	96.0%	Asian	83.7%	96.0%	Asian	58.3% 49.0%	100.0% 100.0%
Filipino	347 0.9%	2 2.2%	Filipino	69.2%	100.0%	Filipino	82.8%	100.0%	Filipino	51.4% 43.1%	100.0% 0.0%
LatinX	14,230 37.5%	58 62.4%	LatinX	67.1%	69.7%	LatinX	80.9%	81.2%	LatinX	56.7% 45.9%	100.0% 79.3%
Multi Ethnicity	2,162 5.8%	4 4.3%	Multi Ethnicity	72.1%	83.3%	Multi Ethnicity	82.4%	83.3%	Multi Ethnicity	56.2% 40.7%	100.0% 100.0%
Native American	220 0.6%	0.0	Native American	69.0%	0.0	Native American	81.9%	0.0	Native American	48.1% 40.3%	0.0
Pacific Islander	158 0.4%	0.0	Pacific Islander	63.7%	0.0	Pacific Islander	82.1%	0.0	Pacific Islander	43.8% 37.5%	0.0
White	16,255 42.3%	17 18.3%	White	74.1%	80.6%	White	83.3%	83.6%	White	57.0% 42.1%	100.0% 88.9%
First Gen	9,313 24.6%	34 36.6%	First Gen	68.9%	77.6%	First Gen	81.6%	82.8%	First Gen	55.3% 43.7%	100.0% 88.2%
Low Income	12,174 32.1%	56 60.2%	Low Income	65.7%	67.9%	Low Income	79.0%	78.5%	Low Income	56.7% 45.5%	100.0% 92.3%
DSPS	2,866 7.6%	24 25.8%	DSPS	74.2%	73.1%	DSPS	82.3%	76.9%	DSPS	71.8% 60.3%	100.0% 76.9%
Veteran	919 2.4%	0.0	Veteran	68.0%	0.0	Veteran	83.3%	0.0	Veteran	52.4% 37.2%	0.0
Foster Youth	654 1.7%	0.0	Foster Youth	53.4%	0.0	Foster Youth	71.7%	0.0	Foster Youth	47.7% 40.9%	0.0
LGBTQ	592 1.6%	8 8.6%	LGBTQ	61.9%	65.0%	LGBTQ	77.9%	75.0%	LGBTQ	40.0% 29.4%	100.0% 100.0%
Homeless	92 0.2%	4 4.3%	Homeless	35.7%	61.5%	Homeless	62.5%	69.2%	Homeless	21.4% 21.4%	100.0% 100.0%
Totals	37,933	93	Averages	71.0%	75.1%	Averages	82.3%	83.3%	Fall to Spring	55.0%	100.0%
									Fall to Fall	42.0%	80.9%
			Combined Average	71.4%	DI < 69.4%	Combined Average	83.2%	DI < 81.2%	FA to SP Average	63.5%	FA to FA Average 46.9%