

Success Peer Coaching

2019-20 SEA Project Annual Goals Cover Sheet



Over-arching issues we are trying address:

The overarching goal of the program is to provide a place to connect with first year students, meet their onboarding needs, and continue the relationship by providing high touch and high-tech services through a cohort management model.

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 type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>2,569</u> SEA Funding Amount \$ _____ SEA Accounts for _____% of Program
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input checked="" 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 checked="" type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<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. (Credit to Learning Reconsidered 2)</i>		The impact you expect to have. <i>Check all that apply.</i>	
<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 checked="" type="checkbox"/> Manager</p> <p><input type="checkbox"/> Classified Staff</p> <p><input checked="" type="checkbox"/> Student Employees (peers)</p> <p><input type="checkbox"/> STNC</p> <p>Materials</p> <p><input type="checkbox"/> Supplies</p> <p><input checked="" 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 checked="" type="checkbox"/> External services/contracts</p> <p>Equipment/Capital Outlay</p> <p><input type="checkbox"/> Furniture</p> <p><input checked="" 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 checked="" type="checkbox"/> 1:1 work with students</p> <p><input checked="" type="checkbox"/> Work with groups of students</p> <p><input checked="" 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 checked="" type="checkbox"/> Life, career or other skill building</p> <p><input checked="" 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 checked="" type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> Research</p> <p>Other</p> <p><input checked="" type="checkbox"/> Technology tools or software</p> <p><input checked="" type="checkbox"/> Marketing, Publicity, PR</p> <p><input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</p> <p><input checked="" type="checkbox"/> Meaningful relationships</p> <p><input type="checkbox"/> Interdependence</p> <p><input 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 checked="" 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 checked="" 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>INVITED & WELCOMED <input checked="" type="checkbox"/></p> <p><input checked="" 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 checked="" 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 checked="" type="checkbox"/></p> <p><input type="checkbox"/> Students actively contribute to the college community.</p> <p><input checked="" 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 Report Form 2019-20

Project Name	Category	Contact	Students served	Students Enrolled	Interactions per Student	Sea Funding Received	SEA funds % of Project
Success Peer Coaching	Student Support	Michelle Vidaurri	2,569	2,974	9-12 Nudges and substantial contacts	Classified & Managers salaries. This is a portion of their work.	%

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

The overarching goal of the program is to provide a place to connect with first year students, meet their onboarding needs, and continue the relationship by providing high touch and high-tech services through a cohort management model. There is a particular focus (highest touch) placed on students who are in line with first year achievement metrics; those who enroll in transfer level math and spring, and student populations whose first year achievement rates show a disproportionate impact through our local equity data.

Please describe the specific activities supported by SEA funds.

SEA funds supported **the oversight and coordination** of the Welcome & Connect Center (a first year persistence program) by the following services:

- Provide help understanding and navigating the placement process (staff led)
- Campus tours to identify key academic resources and class locations
- Assistance navigating financial aid forms (peer led)
- Connection to campus technology (peer led)
- Connection to campus resources and assistance navigating processes (peer led)
- Time management, self-care, study skills assistance. Through coaching appointments, or workshops (peer led)
- Facilitate programs and interventions intended to meet the needs of disproportionately impacted students, and those who are identified as at-risk in first year (peer led)
- Timely and relevant nudges intended to keep students on track with access to resources, and academics throughout their first year, and into the enrollment period for their second year. (staff led)

The oversight of the Welcome & Connect Center was staff led and SEA funded. The oversight includes (but is not limited to) the following:

- Develop, document and refine research based retention practices for first year students
- Recruit, train and develop First Year Peer Coaches on a variety of topics
- Train and Certify Coaches on Certified Peer Educators (NASPA) curriculum and exam
- Supervise Student Employees including First Year Peer Coaches
- Market program and maintain relationships with District partners (Academic Affairs, and Student Services)
- Serve as a liaison to campus community for assessment for placement questions
- Oversee assessment for placement as it pertains to student experience (HS Data, and Guided Self Placement)
- Administer Student Engagement tool; MySRJApp
- Ensure Student Services are leveraging the appropriate technology to serve students effectively and equitably.
- Coordinate online services for District Student Services

Data

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

The following documents highlight the achievements of the Welcome & Connect Center in its first year of service (19/20)

[Office of Institutional Research Data Summary: First Year Peer Coach vs District](#)

[2019/2020 Welcome & Connect Center Annual Report](#)

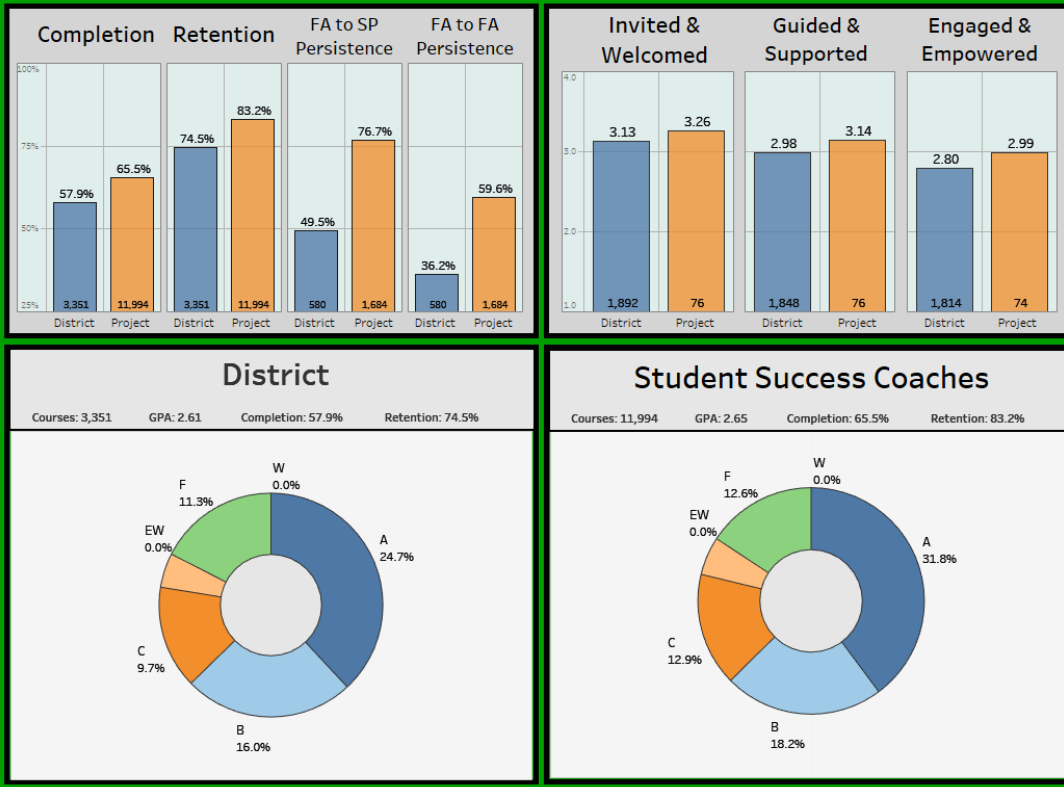
[2019/2020 Equity Gains in the Welcome & Connect Center](#)

This document measures first year students served against other first year students on the SR campus in the category noted who were unserved by the Welcome & Connect Center

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

District & SEA Project Comparison

FA19 & SP20 FT & PT Student Success Coaches



District & SEA Project Comparison

FA19 & SP20 FT & PT Student Success Coaches

Headcount & Proportion	Course Completion		Course Retention		Persistence (FA19 to SP20 / FA19 to FA20)			
	District	Project	District	Project	District	Project		
African American	154 (2.5%)	88 (3.0%)	30.8%	63.9%	69.2%	83.5%	33.3%	63.0%
Asian	227 (3.7%)	127 (4.3%)	54.3%	78.1%	67.1%	87.7%	50.0%	89.6%
Filipino	49 (0.8%)	24 (0.8%)	53.8%	59.6%	76.9%	78.7%	0.0%	71.4%
LatinX	3,120 (51.3%)	1,494 (50.2%)	52.1%	60.3%	70.7%	81.2%	47.0%	75.2%
Multi Ethnicity	294 (4.8%)	152 (5.1%)	65.9%	67.4%	81.3%	83.2%	33.8%	56.8%
Native American	34 (0.6%)	19 (0.6%)	75.0%	51.2%	87.5%	87.8%	85.7%	72.7%
Pacific Islander	31 (0.5%)	22 (0.7%)	58.3%	52.7%	75.0%	69.2%	33.3%	57.1%
White	1,643 (27.0%)	832 (28.0%)	63.4%	71.8%	77.9%	85.9%	57.1%	80.5%
First Gen	1,748 (28.7%)	944 (31.7%)	49.2%	62.7%	67.9%	82.2%	42.6%	74.5%
Low Income	1,678 (27.6%)	923 (31.0%)	51.1%	60.4%	69.3%	82.1%	42.3%	71.2%
DSPS	433 (7.1%)	244 (8.2%)	63.4%	60.9%	80.4%	81.5%	53.8%	77.6%
Veteran	32 (0.5%)	0.0	63.3%	66.7%	81.0%	100.0%	37.5%	0.0
Foster Youth	109 (1.8%)	60 (2.0%)	37.7%	53.0%	65.6%	75.4%	50.0%	62.2%
LGBTQ	173 (2.8%)	85 (2.9%)	58.6%	58.8%	81.0%	77.2%	50.0%	70.0%
Homeless	32 (0.5%)	17 (0.6%)	26.7%	56.4%	46.7%	84.6%	66.7%	41.7%
Totals	6,087	2,974	Averages	57.9% / 65.5%	Averages	74.5% / 83.2%	Fall to Spring	49.5% / 76.7%
							Fall to Fall	36.2% / 59.6%
			Combined Average	69.9% DI < 67.9%	Combined Average	81.6% DI < 79.6%	FA to SP Average	70.0%
							FA to FA Average	53.1%