

Student Success Teams



2019-20 SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: Student Persistence, Retention, and Engagement

Group Targeted for Intervention:				Metrics:		SEA Funding:	
<input 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 checked="" type="checkbox"/> Matriculation	Number of Students Served _____	
<input 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	SEA Funding Amount \$ _____	
<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 checked="" type="checkbox"/> Degrees	SEA Accounts for _____% of Program	
<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 type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage		
<input checked="" type="checkbox"/> ALL		<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 type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Manager</p> <p><input checked="" 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 checked="" 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 checked="" 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 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 checked="" 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 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 checked="" 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 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 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 checked="" 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 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 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 checked="" 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 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 Inquiry Form

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
Student Success Teams	Student Support	A. Gratto-Bachman	1,305	1,356	~4	\$	%

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 Student Success Team of the Santa Rosa Junior College was created to boost rates of matriculation step completion, course retention and successful completion, and persistence. Beginning in the fall 2016 semester, the Student Success Team utilizes peer Student Success Coaches to Welcome, Guide, and Engage each student from the moment of application to successful completion of the first semester, re-enrollment in the next, and to provide on-going support to education goal completion.

Please describe the specific activities supported by SEA funds.

Once students are successfully enrolled, peer success coaches engage the student population with class visits, workshops, events, and one-on-one coaching sessions. Following monthly retention themes, we engage students with a wide range of in-time activities like check-in call campaigns, Student Success peer to peer workshops, and one-on-one peer coaching sessions. Student Success Team members personally guide students through their semester by offering one-to-one peer success coaching. In these coaching meetings, students have an opportunity to address barriers to success and collaborate with their peer coach to create success plans to reach their goals. Success plans include action items, healthy success habits, and referrals to district or community services that can best support the student. Additionally, peer success coaches work with staff to develop content that is both fun and engaging, and also comes with stealthy messaging of healthy success habits and tips.

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

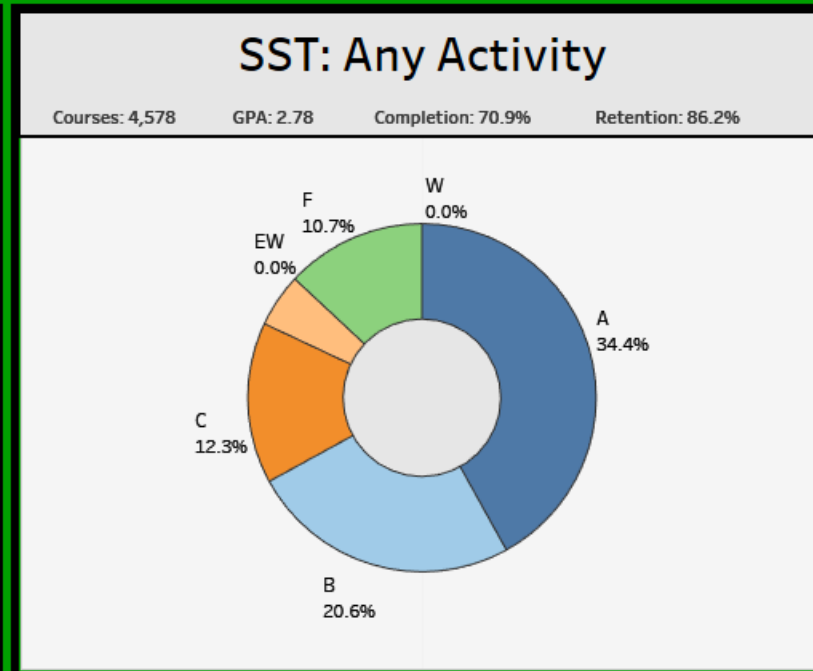
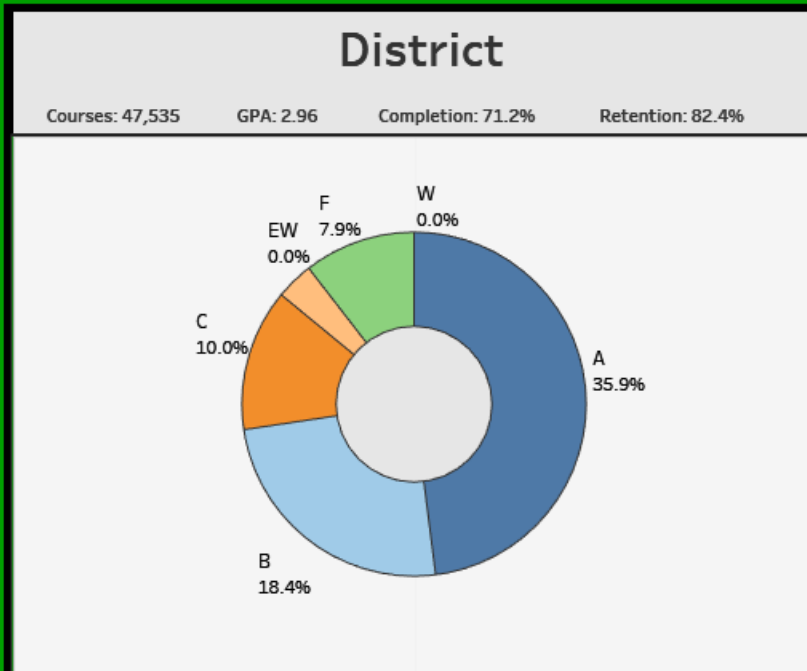
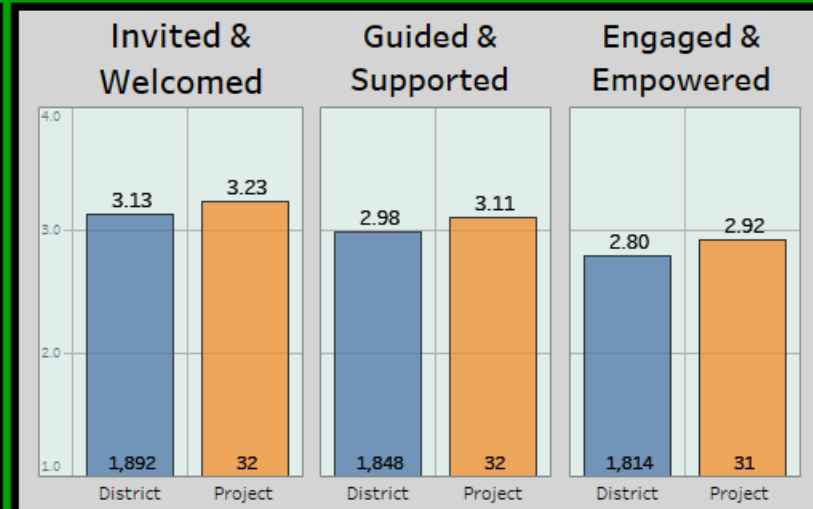
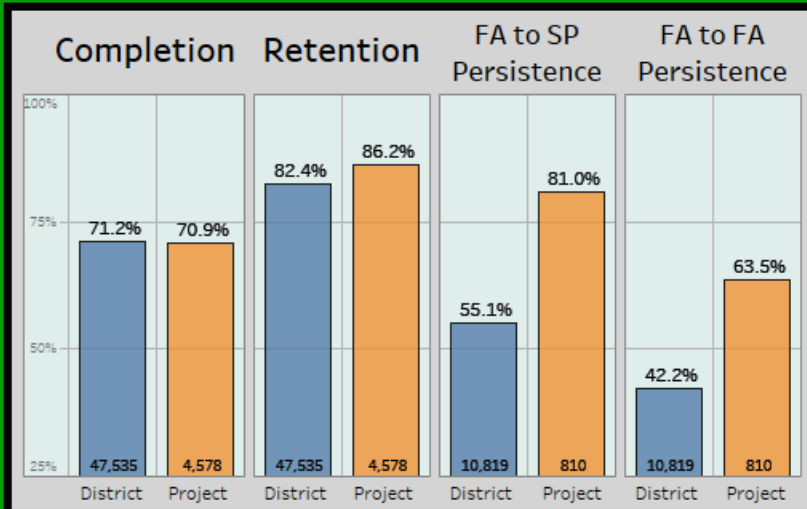
The Student Success Team is a program designed to provide targeted support to first year students as well as the student body at large. Based on the outcomes data, it has been shown that the program serves a higher percentage of DI populations than the district average. Over 47% of the students that the program served identify as LatinX, an 9% increase over the district average. Outcomes also show that the program has served over 5% more first generation students than the district average. In regards to outcomes, the data shows that rates of course success, course retention, and fall to spring persistence are all higher for students who participated in the Student Success program as compared to district averages, highlighted by the 26% increase in fall to spring persistence and a 21% increase in fall to fall persistence for students touched by the Student Success program as compared to district averages. The data shows a 10% increase in course completion for African American students, a 15% increase for Veterans, and a 16% increase for LGBTQ students that participated in the program as compared to district averages. Finally, students who were touched by the Student Success program report higher rates of feeling Invited and Welcomed, Guided and Supported, and Engaged and Empowered in responses to the student survey sent out by the Office of Institutional Research in comparison to district averages.

District & SEA Project Comparison

FA19 & SP20

FT & PT

SST: Any Activity



District & SEA Project Comparison

FA19 & SP20

FT & PT

SST: Any Activity

Headcount & Proportion

	District	Project
African American	935 2.5%	28 2.1%
Asian	1,515 4.0%	33 2.4%
Filipino	347 0.9%	6 0.4%
LatinX	14,230 37.5%	640 47.2%
Multi Ethnicity	2,182 5.8%	72 5.3%
Native American	220 0.6%	4 0.3%
Pacific Islander	158 0.4%	2 0.1%
White	16,255 42.9%	452 33.3%
First Gen	9,313 24.6%	403 29.7%
Low Income	12,174 32.1%	444 32.7%
DSPS	2,866 7.6%	136 10.0%
Veteran	919 2.4%	27 2.0%
Foster Youth	654 1.7%	26 1.9%
LGBTQ	592 1.6%	38 2.8%
Homeless	92 0.2%	5 0.4%

Totals 37,933 1,356

Course Completion

	District	Project
African American	58.8%	68.9%
Asian	73.3%	71.0%
Filipino	69.7%	64.7%
LatinX	67.3%	66.0%
Multi Ethnicity	72.4%	75.6%
Native American	69.1%	92.9%
Pacific Islander	65.2%	62.5%
White	74.2%	77.0%
First Gen	69.0%	65.5%
Low Income	65.9%	65.4%
DSPS	74.6%	71.8%
Veteran	68.4%	83.5%
Foster Youth	53.4%	60.9%
LGBTQ	62.2%	78.3%
Homeless	37.0%	72.7%

Averages 71.2% 70.9%

Combined Average **71.5%** DI < **69.5%**

Course Retention

	District	Project
African American	77.1%	80.0%
Asian	84.0%	89.7%
Filipino	83.3%	88.2%
LatinX	81.1%	84.4%
Multi Ethnicity	82.6%	89.7%
Native American	82.0%	92.9%
Pacific Islander	83.2%	87.5%
White	83.4%	87.8%
First Gen	81.6%	83.3%
Low Income	79.1%	82.3%
DSPS	82.8%	82.7%
Veteran	83.4%	89.4%
Foster Youth	71.6%	77.2%
LGBTQ	78.4%	87.8%
Homeless	64.8%	100.0%

Averages 82.4% 86.2%

Combined Average **83.3%** DI < **81.3%**

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	46.0%	70.6%
Asian	56.9%	80.0%
Filipino	53.4%	60.0%
LatinX	57.0%	82.4%
Multi Ethnicity	55.7%	74.4%
Native American	47.3%	100.0%
Pacific Islander	44.4%	100.0%
White	56.6%	80.3%
First Gen	55.1%	82.4%
Low Income	56.5%	78.1%
DSPS	72.9%	83.5%
Veteran	52.7%	73.7%
Foster Youth	49.6%	83.3%
LGBTQ	39.7%	71.4%
Homeless	21.4%	25.0%

Fall to Spring 55.1% 81.0%
Fall to Fall 42.2% 63.5%

FA to SP Average **64.8%** FA to FA Average **48.8%**